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ABSTRACT

This booklet contains abstracts describing more than 60 adult education These projects have been developed by individual school districts throughout the nation in response to local needs, and are available for adoption by other districts. Introductory materials provide a table of contents, an index of programs by category and an index of programs by grade level for which the programs have been validated. Some programs have been used successfully at grade levels other than those for which they have been validated. Abstracts provide information in several categories, such as audience, project characteristics, requirements, costs, services, and name, address, and phone number of contact persons. (RH)

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Proven Exemplary Educational Programs and Practices:

A Collection from the

national diffusion network

NDN

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Early Childhood/Parent Involvement

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents, an index of programs by category and an index of programs by grade level(s) for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

EARLY CHILDHOOD/PARENT INVOLVEMENT PROJECTS

TABLE OF CONTENTS

	Page
Introduction	i
PROJECT CATEGORIES	iv
PROJECT GRADE LEVELS	viii
Added Dimensions to Parent and Preschool Education	1
Alphaphonics: Beginning Reading Program	2
ASTRA'S Magic Math	3
Baptist Hill Kindergarten	4
Center for Educational Development	5
Central Institute for the Deaf Early Education Project	6
Child Development Center	7
Child-Parent Centers Activity	7
Clinch-Powell Educational Coop: Home-Based Early Childhood Education Program	8
COAST: Cognitively Oriented Approach to Skills Teaching	9
Communication Programs	10
COPE: Cognitively Oriented Pre-Primary Experience	11
DEBT (Developmental Education Birth Through Two)	12
Developmental Play (DP): A Pupil Personnel Services Demonstration Project	13
Early Childhood Preventive Curriculum (ECPC)	14
Early Prevention of School Failure	15
ERIN: Early Recognition Intervention Network	16
EVERY CHILD A WINNER With Movement Education	17
Every Student Every Day	18
Family Oriented Structured Preschool Activity (Seton Hall Program)	19
FASTT, Family and School Teaching Together	20
First Level Mathematics (KINDERMATH)	21
Flint Follow Through Direct Instruction Resource Center	22
Follow Through Nongraded Learning Model: New York City/ Hampton Insitute	23
Follow Through-Portageville Unit	23
"Games Children Play"-Atlanta Follow Through/Interdependent Learning Model	24
GEMS: Goal-based Educational Management System	25
High/Scope Preschool Curriculum	26
Home Base	27
Indianapolis Follow Through Project	27
Individualized Bilingual Instruction	28
Kansas City Follow Through Project: Resource Center	29
MARC: Multisensory Approach to Reading and Reading Readiness Curriculum	29
McCormick County Follow Through: Mathemagenic Activities Program	30
MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project	31

EARLY CHILDHOOD/PARENT INVOLVEMENT PROJECTS

TABLE OF CONTENTS

	Page
MECCA: Make Every Child Capable of Achieving	31
Migrant Student Record Transfer System (MSRTS)/a Computer Link Offering Variable Educational Records (CLOVER)	32
Modification of Children's Oral Language	33
New Adventure in Learning: Success Strategies for Reading and Language (NAIL)	34
Nichols Avenue Follow Through: A Direct Instruction Model	34
Northern Cheyenne Follow Through Project	35
Oakland Unified S. District Follow Through Program: Learning Through Literature	35
Parent-Child Early Education Program (Saturday School)	36
Parent Readiness Education Project (PREP)	37
PEECH: Precise Early Education for Children with Handicaps	38
Peoria 0-3 Project-Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3	39
Plattsburgh Follow Through Program	40
Pocatello Follow Through: Mathemagenic Activities Program	41
Portage Project: A Home Approach to the Early Education of Handicapped Children	42
Prevention of Learning Disabilities: An Interdisciplinary Model	43
PRIOR: Preschool and Improvement of Reading	44
Program for Early Education of Children with Handicaps	44
Programs for Children with Down's Syndrome	45
Psychomotor Learnings for Academic Yields (Project PLAY)	46
Responsive Early Childhood Education Program (RECEP)	46
Richmond (Virginia) Follow Through Resource Center)	47
SEAPORT: Student Education Assuring Positive Organized Reading Techniques	47
SKI*HI	48
STAY: School to Aid Youth	49
Strategies in Early Childhood Education	50
TALK: Teaching Activities for Lanaguage Knowledge	51
Teaching Research Infant and Child Center Classroom for Moderately and Severely Handicapped Children	52
Tulare Follow Through	53
Understand: Arlington's Title I Program	54

EARLY CHILDHOOD/PARENT INVOLVEMENT PROJECTS

CATEGORIES

	Page
Arithmetic	3, 22, 23, 34, 35
Basic Skills	2, 3, 11, 18, 19, 21, 22, 23, 24, 27, 29, 34, 35, 46, 50
Behavior Modification	23
Behavior Problems	13
Bicultural	53
Bilingual Education	2, 28, 33
Career Development	5, 35
Classroom Management	11, 15, 24, 25, 28, 34, 37, 40, 52
Communication Skills	4, 9, 10, 51, 53
Competency Based Education	16
Computer Management System	32
Continuous Progress Plan	50
Developmental Program	1, 7, 11, 13, 14, 15, 21, 23, 27, 30, 33, 37, 38, 42, 44, 45, 46, 47, 50
Diagnostic Teaching	14, 15, 18, 21, 25, 29, 34, 36, 39, 43, 44, 46, 48, 50, 52
Downs Syndrome	45
Family Life Education	13, 37
Health Education	35
Hearing Impairments	6, 33, 45, 48

EARLY CHILDHOOD/PARENT INVOLVEMENT PROJECTS

CATEGORIES

	Page
High Risk Children	14, 36, 49
Home Instruction	6, 8, 12, 20, 27, 31, 36, 39, 42, 44, 45, 47, 48, 52
Individual Instruction	2, 10, 12, 14, 18, 23, 31, 35, 36, 38, 39, 42, 44, 47, 49, 52
Instructional Games	24
Instructional Strategies	20, 22, 23, 33
Intervention Program	13
Language Skills	6, 7, 10, 20, 22, 23, 31, 33, 34, 35, 40, 43, 46, 51, 53, 54
Language Handicaps	33
Learning Centers	9, 19, 36
Learning Disabilities	11, 31, 33, 36, 43
Literature Program	35
Mainstreaming	15, 16, 17, 26, 38, 43
Manipulatives	9
Mastery Learning	23, 25, 29, 43
Mathematics	3, 9, 21, 23, 30, 40, 41, 46, 49
Medical Services	39
Mental Retardation	20, 33, 39, 44, 45
Migrant Education	28, 32
Motivation	29

EARLY CHILDHOOD/PARENT INVOLVEMENT PROJECTS

CATEGORIES

	Page
Movement Education	17
Multiple Disabilities	42, 52
Nutrition	35
Oral Language Development	28, 33
Parenting Skills	37
Parent Involvement	1, 8, 13, 19, 20, 26, 27, 29, 35, 37, 38, 39, 42, 45
Perceptual Development	14
Phonics	2
Physical Disabilities	33, 39
Prescriptive Instruction	14, 18, 21, 25, 27, 34, 36, 43, 44, 46, 47, 50, 52
Pre-vocational Instruction	20
Problem Solving	4, 5, 24, 41
Reading	14, 22, 23, 25, 29, 34, 35, 40, 43, 44, 46, 47, 49, 53
Reading Readiness	2, 7, 14, 29, 44, 46
Remedial Mathematics	18, 49, 54
Remedial Reading	18, 44, 47, 49, 54
Resource Room Programs	18, 44, 47, 49, 54
School Community Program	35, 46
School Readiness	4, 13
Screening Tests	12, 15, 33, 38, 43, 48, 49

EARLY CHILDHOOD/PARENT INVOLVEMENT PROJECTS

CATEGORIES

	Page
Self-help Skills	20
Special Education	12, 16, 17, 20, 26, 33, 38, 39, 42, 43, 44, 45, 48, 52
Speech Handicaps	10
Staff Development	13, 15, 16, 17
Training Program	13, 16, 28, 29
Visual Impairments	33
Volunteers	13, 31, 52
Writing	35

EARLY CHILDHOOD/PARENT INVOLVEMENT PROJECTS

Grade Levels

	Page
Preschool through High School	31, 32
Preschool	1, 6, 7, 8, 10, 12, 13, 19, 26, 27, 31, 36, 37, 38, 39, 42, 44, 48
Preschool and Kindergarten	11, 15, 16, 44, 45
Preschool through First Grade	44, 46
Preschool through Third Grade	7, 28, 50, 52
Kindergarten	2, 3, 4
Kindergarten and First Grade	21, 29, 31
Kindergarten through Second Grade	35
Kindergarten through Third Grade	9, 22, 23, 24, 27, 29, 34, 35, 40, 46, 47, 51, 53
Kindergarten through Sixth Grade	25
Kindergarten through Eighth Grade	18, 20, 54
First Grade	14
First Grade and Second Grade	43
First Grade through Third Grade	17, 30, 41, 49
Second Grade and Third Grade	47
Fourth Grade through Twelfth Grade	5
Twelfth Grade	37

ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION. An early childhood education program built on the belief that parents are their child's first and most effective teachers. Approved by JDRP for preschool children of all abilities, age 3-4, and their parents.

Description The Preschool Program twice-weekly sessions of two and one-half hours each. The curriculum includes areas of personal social motor, aesthetic, language, and cognitive development. Children with special needs receive individual attention. Emphasis of the Parent Involvement Porgram reinforces the importance of parents as educators of their children, and supports that role. Activities include small and large group inservice, school sessions with their children and work at the one school. The Developmental Screening component uses a screening tool that can be administered by trained paraprofessionals. Parents' involvement in the screening procedure promotes a realistic view of their children and a positive, shared concern with the school. The Home Visiting Program provides the screening setting. Subsequent visits are based on need.

Contact ***Marge Melle, Project Director; Early Childhood Education; Jefferson County Public Schools; 1209 Quail St.; Lakewood, Co. 80215. (303) 231-2346.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-46 (5/15/75)

ALPHAPHONICS: Beginning Reading Program. A 26-week success-oriented phonics system to be used as a foundation for any reading system or program.

Audience Approved by JDRP for kindergarten students. This program has also been used in other settings for preschool, special education, bilingual education, and Title I students in primary grades.

Description Alphaphonics increases reading achievement by promoting the acquisition of basic reading readiness and language skills while helping children develop positive academic self-images. The program utilizes discovery, mystery, and memory aids. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition and immediate correction or confirmation of children's responses with a game-like presentation of materials and positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, the friendly visitor from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

The daily Alphaphonics lesson lasts 20-30 minutes. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. Alphaphonics does not require a teacher's aide, although the use of aides allows increased individual attention to each student.

This program is also available in a Spanish version.
Supplementary computer software available—Alphaget and Astro's ABC's.

Requirements The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the *Alphaphonics* manual and Astro's Bag. A variety of educational and motivational materials to enhance the program are useful and highly recommended.

Costs *Alphaphonics* manual including Astro's Bag (one per classroom), $50 (required start-up); Astro Doll, $50; One to One, $3; Game Book, $5.50 (desirable); set of materials, $112 per classroom; individualized reading, $95 (optional); worksheet pads, $3.50 each; rubber stamps, $20; large alphabet cards (26 per set), $15; Astro's iron-on transfers, $4; Computer Game, $50; Sticker Badges, $25; Writing Dotto Masters, $10; Large Poems, $30; small poems, $5.50; 7 disk Computer Program ($30.00 each disk), $175 per set.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopters pay only their own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Jeanne Stout Burke, Judith Brown or Gretchen Ross, Co-Directors; Alphaphonics; Sunshine Gardens School; 1200 Miller Avenue; South San Francisco, CA 94080. (415) 588-8082.***

ASTRA'S MAGIC MATH: Beginning Math Program. A 22-unit success-oriented beginning math program employing an organized oral language based, multi-sensory approach using techniques for a foundation of any math system or program.

Audience Approved by JDRP for kindergarten students.

Description Astra's Magic Math increases math achievement by promoting the acquisition of basic math skills while helping children develop positive self-images. Throughout 22 self-contained units, the multi-sensory program utilizes oral language, manipulation, and writing activities during daily twenty to thirty minute lessons. The program utilizes discovery, mystery, and memory aids. It utilizes a multi-sensory approach through repetition, discovery, mystery, and memory aids. It combines frequent repetition and immediate correction or confirmation of children's responses with a game-like presentation of materials and positive feedback from the teacher. The program includes interactive large group activities and individual mastery worksheets. Astra's Magic Math stresses positive reinforcement and a belief in the ability of each child to succeed. Interest is stimulated through the use of Astra, a make-believe character from outer space. The program is designed to develop the positive academic self-concept and independence of young children, while satisfying their intellectual needs.

Astra's Box, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astra is the source of homework and badges awarded to them each unit. Astra also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with her.

Kindergarten participants in the program have demonstrated gains in excess of 30 NCE's during a six-month period as assessed on the mathematics sub-scale of the Comprehensive Test of Basic Skills.

Requirements The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the Astra's Magic Math Manual and Astra's Box. A variety of other educational and motivational materials to enhance the program is useful and highly recommended.

Costs Astra's Magic Math Manual including Astra's Box (one per classroom), $50 (required start-up); Astra Doll $50, Astra's Manipulatives, $20 (complete set = $112 reduced price).

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopters pay only their own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Jeanne Stout Burke, Judith Brown; or Gretchen Ross, Co-Directors; Astra's Magic Math; Sunshine Gardens School, 1200 Miller Ave.; South San Francisco, CA 94080, (415) 588-8082.***

BAPTIST HILL KINDERGARTEN. A school readiness project for five-year-old children who are educationally disadvantaged. Approved by JDRP for kindergarten students.

Description Experiences are provided to help children increase their vocabulary, learn to speak in sentences, communicate more effectively, grow in independence and initiative, understand and deal with the world around them, and develop problem-solving skills. Learning centers are set up in each classroom. Daily programs emphasize the development of psychomotor skills. Children experience success daily, interact with peers and adults, and learn to respect the rights of others. Student needs are assessed and continuous evaluations are made to ensure program effectiveness. Each teacher has a trained aide. The program is monitored by a parent-involvement component. One way this kindergarten differs from others is that it is housed in a separate building. In addition to the 10 kindergarten classes, there is a large indoor play area, a room for musical or rhythmic activities, and a cafeteria. The interior is unusually attractive with appropriate colorful furnishings, open shelving, and displays of students' art. It also differs from many other kindergartens in the multiplicity of materials and equipment available. The abundance of variety of this material enables teachers to vary their approaches to meet the individual learning styles and needs of these five-year-olds.

Contact ***Georgia Gaither Lucas; Butler County Board of Education; P.O. Box 160; Greenville, AL 36037. (205) 382-2665.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-102 (10/18/74)

CENTER FOR EDUCATIONAL DEVELOPMENT/CAREER GUIDANCE PROJECT, A K-12 infusion model designed to develop knowledge and skills in self-awareness, and career exploration.

Audience Approved by JDRP for students of all abilities grades 4-12, teachers, administrators, counselors, and community members. This program is also available for and has been used in grades K-3.

Description The Center for Educational Development is an interdistrict organization that coordinates and delivers a variety of career education services to all county schools. The project has several major components; direct services to students; services to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources, such as volunteer aides, speakers, and work experience/exposure sites; conduct of parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers.

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupations or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of by adding numbers on blank paper.

Elementary level activities focus on self-awareness and an introduction to career areas. Activities in grades 7-9 focus on a wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students career exploration and uses of academic skills in various careers.

Requirements The model is a counselor/consultant design that may be adapted to any educational setting, according to available personnel, facilities, and other resources within the adopting district. Requirements for adopting districts include qualified counselors or student-services personnel, commitment to the model, appropriate media and materials, and teacher-training time. Between two and two and one-half days of preservice training and additional follow-up inservice training are required.

Costs Costs of preservice and inservice training for adopting staff and evaluation (testing, scoring, reporting) are borne by adopters. A minimum suggestion for initial training and purchase of materials needed by teachers and counselors is $3,000.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Center staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adoption site (all expenses must be paid, including trainer's fee, cost of training materials, trainer's travel and per diem). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Don Lawhead, Director; Center for Educational Development; 545 N. Camino Seco; Tucson, AZ 85710. (602) 296-2397 or 5451.***

Developmental Funding: USOE Educational Professions Development Act JDRP No. 78-177 (8/10/78)

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT. A program designed to help parents assume their natural role as the child's primary language teacher. JDRP approved for children under age four who have educationally significant hearing impairments, and their families.

Description The core of the program consists of weekly individual sessions in a Home Demonstration Center. The sessions are parent-oriented so that families may realize their primary responsibility in the language development of their children. Sessions are individualized so that the program developed is the most appropriate for each family and child. They are held in a home-like setting and focus on typical daily household activities. This setting and focus aid parents in learning strategies and techniques suitable for use in their own homes. Emphasis is placed on helping parents provide a learning environment that takes into account the child's impaired auditory ability. Regular audiometric evaluations are conducted by staff audiologists. Since all hearing-impaired children have some residual hearing, early amplification combined with auditory training can significantly affect the child's acquisition of speech and language. Therefore, amplification is provided in order to maximize the child's use of his/her residual hearing. The Early Education Project or Clinic may lend the child an aid and follow up with observation and retesting before recommending a specific aid for purchase. Parent group meetings are an integral part of the program. They include group discussion meetings, which allow parents to explore their feelings and share their problems and solutions with other parents, as well as more didactic meetings, which respond to the parents' need for current, accurate and scientific information.

Contact ***Audrey Simmons-Martin, Director; Early Education; Central Institute for the Deaf; 818 S.Euclid; St. Louis, MO 63110. (314) 652-3200.***

Developmental Funding: USOE BEH

JDRP No. 77-158 (11/7/77)

THE CHILD DEVELOPMENT CENTER. Designed to identify children's special developmental needs and provide appropriate interventions begins, through joint cooperation of parents, teachers, and special educators. Approved by JDRP for three-to five-year-olds of all abilities.

Description The Child Development Center is based on the conviction that the sooner educators identify young children's developmental needs and work together with parents to achieve effective interventions, the stronger the chance of children's early success in school. This program offers an ongoing format of child/parent services starting the September before the child is age-eligible for kindergarten. This format includes a diagnostic center, where preschoolers receive evaluations from a school nurse, speech/language specialist, and psychologist; a parent resource center, where parents meet with educators to discuss early-childhood topics and concerns; a child-study center, where preschoolers meet periodically with peers for group interaction while being observed by parents and center staff; and a referral center, which provides children having special developmental needs with interventions before school begins, and which transmits information on all program children to parents and kindergarten teachers. The program supplies a motivational slide-tape presentation for parents and educators, a parent handbook containing child-development articles and materials, a teacher's manual containing instructions and materials for implementing the program, and an end-of-year program booklet for recording and relaying developmental information about the child to parents, kindergarten teachers, and special educators.

Contact ***Helen Reichman, Project Director; The Child Development Center; 8325 Laurelwood Dr.; Huntington Beach, CA 92646. (714) 964-3229 or 847-2551.***

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-21 (5/23/79)

CHILD-PARENT CENTERS ACTIVITY (CPC). An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children. Approved by JDRP for educationally deprived pupils, preschool to grade 3, from low-income families.

Description The Child-Parent Centers provide an individualized, locally designed, highly structured half-day instruction program for preschool and kindergarten children. Supplementary and support services are provided by school nurse, social workers, speech therapists, and curriculum specialists.

CPC activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs. The program can be easily adapted for any audience.

Contact ***Velma Thomas, Director, or Dorothy Kellberg, Administrator; Child-Parent Centers; Chicago Board of Education; 6E South, 1819 West Pershing Rd., Chicago, IL 60609 (312) 890-8196 or 8197.***

Developmental Funding: USOE ESEA Title I 7 JDRP No. 74-31 (4/29/7)

CLINCH-POWELL EDUCATION COOPERATIVE: Home-Based Early Childhood Education Program. Parents are used as the primary teachers of their own children. JDRP approved for three- and four-year-old children and their parents.

Description This program consists of an integrated 3-phase approach to early learning. The first is designed for use by parents in the home. A weekly publication, the 4-page Parent Guide, contains a descriptive text on some topic of interest — child development, health and nutrition, parenting, the role of social services — and suggested activities for every day of the week to be performed by parent and child. The second element is summary of Parent Guide contents, which goes to the teacher, while the third is addressed to the home visitor and coordinates activities prescribed by the Parent Guide with the weekly visitation. The home visitation component entails a visit to the home of each child enrolled in the program once a week. Tailored to the needs of each individual child, these visits last approximately one hour. The home visitor delivers the Parent Guide and helps prepare the parent to teach the child by explaining the curriculum materials and, when needed, by demonstrating each suggested daily educational activity. The home visitor also lends toys, books, and other child-centered materials to parents. The classroom component, under the direction of a teacher certificated in early childhood education, makes use of a paraprofessional aide and parent volunteers. The teacher and aide travel to selected locations and spend 1/2 day per week teaching 10-15 local children. Sessions last between 2 and 3 hours and offer the children an opportunity to socialize and learn in a group situation.

Contact ***William W. Locke, Executive Director; Clinch-Powell Educational Cooperative; P.O. Box 279; Tazewell, TN 37879. (615) 626-4677.***

Developmental Funding: USOE ESEA Title III

JDRP No. 77-108 (2/25/77)

PROJECT COAST: Cognitively Oriented Approach to Skills Teaching. A cognitively oriented program for mathematics, language development/writing, and the application of skills through the use of learning centers.

Audience Approved by JDRP for students of all abilities and socioeconomic backgrounds in grades K-3.

Description The goals of Project COAST are growth in mathematics and communication skills through strategies that develop related concepts and provide opportunities for the application of skills. There are three program components: mathematics, language development/writing, and learning centers. A management system for small-group math instruction and the use of relevant manipulative instructional materials support a more individualized approach to concept and skill development. The understanding of mathematical concepts forms the "cubbyholes" within which skills are stored for easier retrieval.

Active units of study for various types of literature form the cognitive framework for expanding skills in oral and written communication. The resulting understanding allays the students' fears of not having "anything to write about." This process utilizes the language experience approach and naturally integrates all of the language arts (speaking, listening, writing, and reading) in a purposeful way. Communications and mathematics skills checklists based on Florida Minimum Performance Standards are available to aid the teacher in documenting student achievement.

Learning centers in the classroom allow children to make choices and work independently as they apply basic skills, solve problems, and make decisions. A well-planned and time-tested management system for centers provides the parameters within which the students are given the motivation and opportunity to be thoroughly involved in their own learning. The teacher's interactions and observations during this segment provide the basis for more appropriate direct instruction.

Requirements Several combinations of program components and training options will be made available in order to meet the specific needs, characteristics, and resources of each site. The adopting district must provide a facilitator (curriculum coordinator or administrative staff member) for an average of one hour per classroom per week to assist in the implementation and evaluation of the COAST program. The program can be adopted by as few as one district facilitator and two classroom teachers.

Costs The adopting district will allocate or secure funds to provide for (1) a part-time district facilitator for local implementation/evaluation, (2) the COAST consultant's travel expenses and per diem, and (3) time, space, and materials for program staff inservice workshops. COAST curriculum materials cost approximately $33 per classroom. Other needed materials are either teacher-made or are those typically found in elementary classrooms.

Services Awareness materials are available at no cost. Demonstration classrooms may be visited upon adoption. Project staff are available to attend awareness meetings (costs to be negotiated). Needs assessment, training, and follow-up services for classroom teachers and administrators are provided at adopter sites (costs to be negotiated).

Contact ***Mary F. Hancock, Director; Project COAST; or David Bidwell, Director; Panhandle Area Education Cooperative (PAEC); 411 West Blvd. S; Chipley, FL 32428. (904) 638-4131.***

COMMUNICATION PROGRAM. A program to help young children who have a variety of communication and language handicaps. (Procedures adapted for regular education classrooms and for a variety of special education classrooms from elementary through high school).

Audience Approved by JDRP for children from birth to age 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

Description The Communication Model Program was designed to serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and speech language clinicians in the management of communicaion behaviors. Classroom management is a critical component. The training also provides experience in team decision making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data obtained during classroom activities provide supplementary information. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in a variety of activities during the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The speech language clinician assists the teacher in developing strategies to promote communication, and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team.

(Communication Programs and Programs for Children with Downs Syndrome and Other Developmental Delays were both developed by the Model Preschool Center for Handicapped Children, University of Washington, Seattle).

Requirements The essential components needed to implement the Communications Model are a teacher and a speech/language clinician. Ordinary school materials and room arrangements are used. Developmentally oriented assessment tools are needed to document child progress. Training can be provided at the project site or at the Experimental Education Unit.

Costs Local costs include salaries for qualified teacher, aides, and speech/language clinicians. Equipment, supplies, building maintenance, and transportation typical of any quality program.

Services Awareness materials are available. Inservice sessions can be arranged on request (costs to be arranged). Project staff can attend out-of-state conferences (expenses are frequently covered). Requests for adoption training or training in components of the model should be directed to Dr. Fewell.

Contact ***Rebecca R. Fewell, Director; Model Preschool Outreach Program Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.***

COPE: Cognitively Oriented Pre-Preliminary Experience A comprehensive sequentially programmed pre-primary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.

Audience Approved by JDRP for pre-primary students in pre-kindergarten, kindergarten, and transitional first grade from low- and middle-income families including those with developmental lags and learning disabilities.

Description COPE's wide range of activities and objectives (2-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual and language growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized small-group and large-group instruction as well as in free-inquiry situations.

The curriculum consists of two areas: The *Developmental Area* contains levels in perceptual-motor and conceptual language development; the *Achievement Area* contains units of instruction in reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials, but also come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

Requirements Program may be implemented in an individual classroom, a single school, or a district. Any implementary teacher must attend a one-day workshop. Workshops are most often conducted at district or regional sites, with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at the demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

Costs One set of COPE curriculum is required per classroom at cost of $60 per set. Workshop handouts necessary for all participants at cost of $12 per person. A wide variety of inexpensive teacher-made and commercially available materials may be used with curriculum.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Mary Alice Felleisen, Director; Project COPE; 38 N. Waterloo Rd.; Devon, PA 19333. (215) 688-7993 or 687-6252.***

DEBT (Developmental Education Birth Through Two). A home-based program for handicapped children and their families. Approved by JDRP for handicapped children from birth through age 2.

Description The program has three main objectives: to improve the development of handicapped infants, to increase parental interest and involvement, and to integrate the project into the community's human service delivery network. Several assumptions underlie the program: early identification and intervention is critical to handicapped children; parents are potentially the child's best teachers; a warm and nurturing home creates the best atmosphere for learning; and parents of handicapped children need help to locate community agencies that serve handicapped children. Referrals are sought through a community awareness campaign. An initial home visit is made to explain the program, collect development and medical history, and administer developmental tests. If it appears that a referred child will be eligible, further assessment is conducted, and a program teacher begins informal home visits. Sixty-seven percent of all referrals are enrolled in the program. An individualized educational program (IEP) for each child is developed based on the Koontz Child Development Program, which provides training activities in gross and fine motor skill, social skills, and receptive and expressive language development. Program teacher visits each home weekly and works directly with the parent and child. A water and gym play program provides educational and recreational experiences for parents and children.

Contact ***Gloria Galey, Coordinator; Project DEBT; Lubbock Independent School District; 1628 19th St.; Lubbock, TX 79401. (806) 747-2641, ext. 455.***

Developmental Funding: USOE BEH

JDRP No. 80-28 (10/21/80)

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project. A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

Audience Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6.

Description Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as good parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

Requirements Internship training for people with backgrounds in psychology, social work, early childhood education; follow-up visits to sites; follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes, grades K-3, by using the circle time activities. It is primarily a training program that requires intensive training for the adult leaders.

Costs When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program are less than $20. There would be no additional per-learner monthly operational costs for a school with an elementary school counselor or psychologist who could devote a minimum of one-half day per week to the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-116 (12/6/74)

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC). A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

Audience Approved for identified high-risk first-grade students. It has been used in other settings with primary learning-disabled children and children whose prereading perceptual skills development shows limited beginning reading ability.

Description The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development). Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles).

Although primarily utilized as a full-time. self-contained unit, the program can be implemented on a resource or part-time basis. It is particularly successful with Chapter I type students.

Requirements Any experienced primary teacher can implement the program following training. Attendance at a three-day workshop is essential for adoption. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher. A full-time paraprofessinal aide is required for full implementation. Any primary classroom can be used to create a student learning-centered environment. No special equipment is necessary.

Costs Project-developed Prereading Assessment test and various guides must be purchased from the project. Manuals and guides are costed per teacher. Some materials are per school/district usage. Utilization of Listening Lessons components demands purchase of multiple copies of paperback books and cassette tapes. Costs will vary from $100-$2,000; depending upon number of teachers who will implement program

Services In-depth awareness materials are available at no charge. Visitors are welcome by appointment at project and at demonstration sites around the country. Awareness sessions are offered at potential adopter sites (honorarium and expenses must be paid). Materials may be purchased without adoption training. Technical assistance in preparing adoption/adaptation proposals is available at no cost.

Contact ***Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.***

EARLY PREVENTION OF SCHOOL FAILURE. This program is designed to prevent school failure by identifying the developmental levels and learning styles of children ages four to six years. A follow-up program is also provided.

Audience Approved by JDRP as a screening and curriculum program appropriate for children ages 4-6. Inservice program valuable for teachers of kindergarten, first grade, early childhood and migrant programs, administrators, special education resource, physical education teachers, Chapter I and diagnosticians.

Description Early Prevention of School Failure has demonstrated that effective screening, diagnostic and classroom techniques can identify, remediate, and ameliorate developmental delays, problems or deviations in gross and fine motor skills, that could adversely affect future school performance. Major findings have shown that the project has reached or surpassed expectations in all areas. Gain rates of high-risk students over a three-year period averaged from 1.39 months to 3.12 months growth for each month in the program. Students with moderate learning needs also achieved according to expectations by surpassing standardized rate for this age level as measured by the Gates McGinite Reading and Metropolitan Achievement Tests. Another important finding showed that the gains made during kindergarten persisted into subsequent years.

The training provides professional assistance to teachers so that they may acquire skills and competencies in matching curriculum to levels of development. The screening process evaluates the whole child through analyzing his/her modality development. A computer program simplifies the conferencing process to provide teachers and parents with an individual student profile. In addition, the computer program groups the children according to need so that the teacher can plan the 15-20 minutes of daily modality instruction appropriately. The EPSF program materials include screening instruments, classroom management guides, classroom activity guides, parent materials and literature folders for teaching the high process thinking skills.

Early Prevention of School Failure is being used with children whose first language is English, Spanish, Cambodian, Laotian and Vietnamese. Screening tests and parent materials have been translated into these languages.

Requirements Attendance at a 2 or 3 day training by a team of at least four professionals (kindergarten and/or first grade teachers, special education teachers/psychologist/speech therapist/ Chapter I teachers, and administrators should be included on this team). Implementation of the project components of: 1) screening; 2) conferencing; 3) educational follow-up; 4) parental involvement; and 5) evaluation. A follow-up inservice is recommended.

Costs Costs of implementing the program includes: 1) Substitute pay for those members of the team to attend the two day training; 2) Consultant fee or travel per diem; 3) Curriculum Materials (Non-consumable), $65 per classroom; (4) Screening Materials (Non-consumable), $100 per team; (5) Conferencing Option - Computer Program $70 (one time investment); 6) Follow-up Staff Development.

Services Project will supply awareness materials and resource information to any interested person upon request. In addition, yearly newletters are disseminated to all prior adopters to keep them current. State consortium meetings and leadership conferences are available. Many states have certified trainers that can provided inital services at convenient times and locations. Early Prevention of School Failure has linked with other NDN programs to provide expanded staff development and curriculum resources.

Contact ***Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.***

ERIN: Early Recognition Intervention Network. A competency-based training program for teachers, coordinators, and parents to assist young children with special needs in regular and special education settings.

Audience Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, competency-based training programs for regular and special teachers, program coordinators, and parents.

Description The ERIN System is being utilized for children ages 2-7 and their parents, both in special pre-school classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

Personnel involvement/training requires each teacher to implement a sequenced program of observation and curriculum modification weekly for two or more children with special needs. The sequence of units fits into the progression of the school year. The order of units can be changed to meet a system's individual needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a week-long Institute and on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The child's Individual Education Program is implemented in large and small groups and individually. The teaching adult organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs.

Requirements Initial five-day Institute for teacher/coordinators plus classroom follow-up by local coordinator, with on-site visit(s) by ERIN consultant during the first year. Strong administrative support and a multiyear involvement of geometrically decreasing ERIN support is necessary for implementation of a range of regular and special classroom and home teaching components.

Costs Costs of program replication include Institute fees, cost of teacher curriculum kits and a coordinator's training kit, cost of staff training, and travel and per diem for ERIN staff member providing follow-up monitoring. Maintenance involves no appreciable increase in most districts' current operating expenses. Materials required for program implementation, other than those stated above, are already found in most early childhood classrooms. All financial arrangements must be negotiated with an ERIN staff member.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including workshop fees). Training is also available at adopter site (all expenses must be paid, including workshop fees). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Peter and Marian Hainsworth, Directors; ERIN Inc.; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.***

EVERY CHILD A WINNER With Movement Education. An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

Audience Originally approved by JDRP for students grades K-6, reapproved 1985 by JDRP for grades 1-3. Components for grade 4-6 are still available and active.

Description The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child a Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child a Winner—Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enchance the child's self-concept, to improve academic skills, and to improve physical fitness and motor skills.

Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child a Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining students' movement skills and assistance in implementation in the upper grades. The program should be implemented first in K-3, with a plan for expanding to K-6.

Limited funds prevented a study of program effects on grades 4-6. Therefore, JDRP approval covered only grades 1-3. However, the program has been successfully implemented in grades K-6 since 1974 in over 800 schools in 48 states, the Virgin Islands, and Canada. An evaluation (1983) involving a random sample of 3,800 students, pre- and post-testing using the Washington State Fitness Test indicated significant gains (grades 1-3) in total fitness measures using a factor score composite.

Requirements Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Training is essential. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Equipment needed for each child is supplied by project. Training materials and resource books are required.

Costs Training materials: one copy per training participant, *Every Child A Winner... A Practical Approach to Movement Education*, $10 each. Resource book list and equipment list supplied by project. Costs vary depending on the number of students involved.

Services Awareness materials are available at shared cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Martha F. Owens; Every Child a Winner; Irwin County Schools; Box 141; Ocilla, GA 31774. (912) 468-7098.***

EVERY STUDENT EVERY DAY. A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

Description Ongoing diagnosis of pupil need is the core of this program. Each day's teaching-learning experience is specific to each child. Teachers and paraprofessionals are used to maintain a ratio of 4 or 5 children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides 3 changes of activity during the period to assure full concentration. The program is an instructional management system using every possible strategy to insure that the right instruction reaches each student when it can be most effective. Test and practice materials copyrighted as the "Precision Teaching Program" form the major part of the program. Some commercially available materials have been adapted for machine scoring, and teachers and aides are shown ways of developing their own materials. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to student's need, use commercial materials properly, and build materials. The self-correcting feature gives the program potential for meeting the instructional needs of any group of students in any region.

Contact ***Carlton M. Singleton, Project Director; 3908 So.12th St.; Arlington, VA 22204. (703) 521-3885. Darryl Boudreaux, Federal Project Administrator; St. Mary Parish School Board; P.O. Box 1239; Morgan City, LA 70380. (504) 384-1250.***

Developmental Funding: USOE ESEA Title I

JDRP No. 78-198 (11/27/78)
Recertified (11/84)

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY ("Seton Hall" Program). A program that prepares the parent to be the child's first and most significant teacher.

Audience Approved by JDRP for parents and their children ages 4-5. This program has also been used with parents and their children age 3 through kindergarten, and with Title I and special education classes.

Description A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture into early childhood/family education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction and participate in a discussion group facilitated by a parent educator. In this supportive, caring environment, they learn how to be with their child as they teach. Home-activity kits are designed to promote parent-child interaction and growth in basic skills, based on a validated assessment of the child's skills. Both parent and child become more confident in relating to the staff, principal, and kindergarten teacher, and this atmosphere of trust between home and school continues in grades K-6. Family Oriented Structured Preschool Activity Program does its own effectiveness evaluation pre and post program participation. It has been determined that there is a 28% growth in skills with natural maturation factors taken out. FOSPA is in its 13th year of operation and has 500 area families involved each year.

Requirements Adoption may be total or partial (to be negotiated). Staff: a parent educator and a teacher or teacher assistant on part- or full-time basis, depending on number of families served. (Example: 30 families = three groups at two hours of contact time per week = six hours.) Facilities: a room for parent discussion group and an early childhood room. Many sites use a kindergarten room after school hours. Training: a two day workshop.

Costs Materials: A Guide To Establishing and Directing the Program, $40; Parent Handbook, $10; In-center Learning Stations, $15; Children's Room Curriculum, $10; Parent Discussion-Group Curriculum, $15; At-Home Activity Kits, $45; Supplemental Home Activity Kits, $35 (all available only to adopters). Equipment: for learning stations, $390; one set of Activity Kits, $360.

Services Awareness materials are available at no cost. Visitors are welcome Monday through Thursday, day or evening, October through April, by appointment. One-day in-depth awareness presentations are available for out-of-state meetings. Two-day training work-shops are available at project site. Two-day training workshops can be conducted at adopter site. Costs of training range from $150-$200 a day. Follow-up technical assistance can be provided by telephone or visit to adopter site.

Contact ***Jeanne Chastang Hoodecheck, Program Director; Area Vocational Institute and #742 Community Schools; Parent/Child Programs. 1212 N. 29th Ave.; St. Cloud, MN 56301. (612) 253-5828.***

FASTT, Family and School Teaching Together. A coordinated instructional program for parents and teachers of handicapped children in the curriculum areas of self-help and language skills. Approved by JDRP for trainable mentally handicapped (TMH) students with approximate chronological ages of 5-14.

Description To maximize learning of cognitive and independent living skills during the first 11 years of public education, FASTT offers 244 behavioral objectives in self-help and language skills, such as eating, dressing, safety, telephoning, writing, and basic numbers. This program is designed to improve the mastery rate of these skills prior to beginning traditional vocational preparation for post-school employment. Project FASTT provides instruction in very small increments appropriate for the learning capacity of TMH students and alternative instructional strategies that increase skill repetition.

Each curriculum objective has a corresponding teacher module that provides the objective statement, possible instructional strategies, and suggested teaching techniques. Using the FASTT materials, the teacher identifies the appropriate module for a student, teaches the objectives, and involves the parents in home teaching. Parents are also trained in the use of the instructional modules. After the parent(s) receive six group training sessions the teacher makes the first home visit to deliver the module, help with basic instructional skills, and counsel the parents on other pertinent needs. Modules include materials needed, typical setting, how to teach using small steps and various levels of assistance, and reminders of rewards for successful behavior. Home visits by the teacher continue throughout the school year on a monthly basis or as needed. Over the total nine-year curriculum, students should master all of the skills in self-help and language. Coordinating instruction with parental support reinforces learning and facilitates faster acquisition of skills.

Contact ***Candi-Taylor Augustine, Project Director; 2757 West Pensacola; Tallahassee, FL 32304. (904) 488-3378.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-38 (11/19/81)

FIRST LEVEL MATHEMATICS (KINDERMATH). A program teaching the fundamentals of math to children.

Audience Approved by JDRP for children in their first year of mathematics instruction, kindergarten or first grade.

Description The program is diagnostic/prescriptive in nature, providing a sequential curriculum for individual developmental growth. The ninety lesson curriculum consists of the following nine components; same and different patterns; sets zero to five; shapes; sets six to ten; numerals six to ten; signs; and addition/subtraction. Key elements of the program are developmental hierarchies, mixed instructional modes; and low child-teacher ratio.

The program has been designed to be used by both regular and special education teachers. Because it is available in Spanish, it is also appropriate for use in bilingual and ESL programs.

As a result of participation in the program, children in their first year of mathematics instruction demonstrated statistically significant growth in knowledge of mathematics relative to national norms, as measured by CIRCUS Level A and B.

Requirements Program may be implemented in an individual classroom, a single school, or a district. Teachers wishing to implement the program and management system should attend a training workshop, which is most often held at district or regional sites. Administrators and paraprofessionals are also encouraged to attend training sessions.

Costs One KINDERMATH kit is required per classroom. Cost per teacher is $50 and includes a kit and training manual. Software for the program (if desired) is available at a cost of $275 for the 10 disk set.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings. Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Ms. Mary Alice Felleisen; 38 North Waterloo Road, Devon, PA 19333, (215) 688-7993.***

Developmental Funding: PRIMAK Educational Foundation JDRP No. 84-1 1/24/84

FLINT FOLLOW THROUGH. A Direct Instruction Model.

Audience Approved by JDRP for grades K-3. The project was developed for educationally and economically disadvantaged students.

Description In practice since 1969, educationally disadvantaged students have grown significantly in basic skills development as well as in their ability to more accurately perceive themselves as worthy, capable people.

Teaching materials are the highly structured, carefully sequenced, scripted lessons of READING MASTERY and DISTAR Language and Arithmetic. Each area is taught in daily 30-minute blocks. Increased achievement is attained by reciprocal teaching requiring a high degree of students time on task; multiple-response techniques to increase guided practice of new skills and prescribed procedures for evaluating students. Independent work activities review, reinforce and integrate the skills mastered in the directed lesson. Individual student progress is regularly monitored through criterion-referenced materials.

Students in the Direct Instruction program score significantly higher on achievement tests in reading, language, and mathematics than students from similar background not in the program. Results of the SRA Achievement Test show gains meeting or exceeding national norms in all areas.

A parent coordinator promotes an active parent involvement program.

Requirements Program components are correlated but may be adopted individually based on LEA needs. An adopter must agree to a two-year implementation, provide pre and post test data and purchase teacher and student materials.

Costs Costs are release time for staff development and materials. Teacher materials are a one-time purchase at $250 per curricular area. Consumable student materials are approximately $10 per student, per curricular area, per year.

Services A Follow Through Resource Center. Descriptive materials, on and off-site awareness sessions, staff development and bi-monthly consultant visits are available at no cost to the adopter.

Contact ***Edward J. Hansberry, Director; Flint Follow Through; 923 E. Kearsley St.; Flint, MI 48502. (313) 762-1452.***

FOLLOW THROUGH NONGRADED LEARNING MODEL: New York City/Hampton Institute. A continuous-progress program in developmental skills for a multiaged nongraded classroom. Approved by JDRP for grades K-3, especially for disadvantaged students.

Description To promote cognitive, affective, physical, and social development of disadvantaged children, two nonpublic schools in the Archdiocese of New York developed this comprehensive early childhood program in cooperation with the Hampton Institute and the Board of Education of New York City. The program features flexible grouping of children, individualized instruction, and a multifaceted approach to instruction. Multi-aged grouping allows children of different ages to work together and to learn from one another. A child moves from one developmental skill to the next as proficiency grows. To ensure constant progress, each child is monitored and evaluated continuously. The teacher, assisted by an aide, directs constant attention to the needs, interests, and past experience of the individual children. The language-experience, multicultural, and multitext approach enables the instructional team to draw on the child's experiences and abilities and to foster pride in self and ethnic background. The instructional team is trained in use of instruments developed for this purpose in the Nongraded Model. A full-time staff trainer called the implementor instructs teachers and aides in nongraded techniques, monitors use of these techniques, and assists in selecting and designing curriculum materials. To foster cooperation between school and home, a Policy Advisory Committee involves parents in decision making at every level, and parents participate in ongoing school activities.

Contact ***Suzanne Dohm, Project Director; Guardian Angel School; 193 Tenth Ave.; New York, NY 10011. (212) 924-1420, or 541-4898.***

Developmental Funding: USOE Follow Through (EOA) JDRP No. 80-27 (10/17/80)

FOLLOW THROUGH—PORTAGEVILLE UNIT. A highly structured behavior modification approach to primary education. Approved by JDRP for grades K-3.

Description This project has as its major goal the provision of a broadly enriched environment for poor children, both at school and in the home, including a full range of services in the areas that affect children's lives. Within the classroom, the Behavior Analysis Approach of the University of Kansas is implemented. The objectives of this approach are: to facilitate the child's mastery of basic skills, particularly in reading, arithmetic, and language, through the establishment of a "token economy" within classrooms: to train instructional staff to teach appropriate academic and social skills through the systematic use of positive reinforcement; to train instructional staff in the use of curriculum materials so that each child is enabled to work at his/her own level; and to train parents to work as paid staff in classrooms so they will have the opportunity to influence their children's education.

Contact ***Blaine Martin; Follow Through — Portageville Unit; New Madrid County School District; P.O. Box 280; Portageville, MO 63873. (314) 379-3612.***

Developmental Funding: USOE Follow Through 23 JDRP No. 25a (4/4-5/73)

GAMES CHILDREN PLAY—ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL. Uses instructional games and other self-management techniques for children to help them learn problem-solving skills and to reinforce basic skills.

Audience Approved by JDRP for grades K-3. This program can be used with grades 4-6.

Description The four major Interdependent Learning Model (ILM) developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to promote these goals and to reflect the culture and environment of the children. Classroom management, which includes room arrangement, grouping, scheduling, recordkeeping, evaluation, classroom rules, and team functioning, is one of the most important model processes used to accomplish these goals. Children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own work activities and record and evaluate the results of their own work.

The model combines principles of programmed instruction, cognitive-developmental, and group process theories. A variety of instructional game formats is used to implement these principles. The Transactional Instructional Games are Table Games, Conversation Games, and Street/Folk/Musical Games. Instructional content is "plugged in" to the games according to the children's needs and levels. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding, with the basal series used in individual schools. All instructional processes—instructional games, classroom management system, and reading program—help children to achieve the four major goals and enable teachers to be responsive to children's interests and learning styles.

Requirements Program may be implemented in a single class, grade level, or all grades. It is desirable for supervisory personnel to participate with teachers in the training. Training for math adoption requires three days, and for a reading adoption, five days. Implementation must be for at least one year.

Costs Approximate costs for math adoption per classroom: $83.00 (six manuals and classroom materials). Approximate costs for reading adoption per classroom: $103.00 (eight manuals and classroom material).

Services Awareness materials are available at no cost. Visitors are welcome by appointment for guided classroom visits at the project site. Training is available at the adopter site (travel and per diem costs to be negotiated), or at the project site (adopter pays only its own costs). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Stella S. Lewis, Director, Follow Through Program and Follow Through Resource Center; Atlanta Public Schools; 551 Houston Street, Northeast; Atlanta, GA 30312. (404) 681-7909.***

GEMS: GOAL-BASED EDUCATIONAL MANAGEMENT SYSTEM. A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

Audience Approved by JDRP for grades K-6. This program has also been used with grades 7-12.

Description With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands—phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and posttests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A GEMS Book is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and posttests, test keys; model strategies for each goal-unit; and an appendix of information and teacher resources.

GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching. Workshops include: the GEMS Book, Material Management, Procedural Guidelines, Reading Process, Directed Reading, Classroom Management, Testing and Retrieval.

Requirements GEMS can be implemented by a grade level, a reading department, a school, or a district. Twelve hours of staff training are required to begin the implementation process. At least one follow-up session is recommended. A GEMS teacher's manual is required for each teacher and administrator. Development of local leadership is emphasized.

Costs Costs are contingent upon group size, location, and levels implemented. Materials cost is $50 per teacher for a grade-level GEMS Book with tests and strategies. Maintenance costs can be absorbed within a regular school budget.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project director is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site or at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Beverly Lloyd, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.***

HIGH/SCOPE PRESCHOOL CURRICULUM (fomerly Cognitively Oriented Preschool Curriculum). A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.

Audience Approved by JDRP for preschool children of all abilities.

Description The High/Scope Preschool Curriculum is an open-framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the Ypsilanti-Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for preschool handicapped. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are: to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concept; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials. The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

Requirements The model can be used in an individual classroom. Inservice training for the classroom teaching team is required.

Costs The approximate cost per child for the initial year of implementation is $171 for personnel training, $55 for materials, and $23 for trainer travel. Total cost for the second and subsequent years is $48 per child. Cost calculations assume that the curriculum is being adopted by an existing program; personnel and facility costs for the classroom are not taken into account.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

Contact ***Clay Shouse, Manager; Development & Services; High/Scope Educational Research Foundation; 600 N. River St.; Ypsilanti, MI 48197. (313) 485-2000.***

Developmental Funding: USOE BEH

JDRP No. 79-9 (3/28/79)

PROJECT HOME BASE. A program for "helping parents teach their own." Approved by JDRP for parents and their children ages eight months through four years. This program has also been used by parents and their children ages 5-8.

Description Project Home Base was founded on the belief that parents are their child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior, thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent-educator who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the needs of the parent and child. The parents then work on that task with the child during the week. As a result of the weekly contacts, the parents are better able to identify and meet their child's developmental needs and to increase their use of 10 identified desirable teaching behaviors. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected; consequently, the child will be better prepared to learn, becoming a more efficient and more effective learner.

Home Base Council consists of all project parents plus community agency representatives. Topics related to child development and parenting skills — behavior patterns, discipline, self-concept, child health and nutrition — are discussed at monthly Council meetings. Other parent concerns are shared at small-group home meetings.

Contact ***Judy Popp, Director, or Darlene Montz, Diffusion Coordinator; Project Home Base; Yakima Public Schools; 104 N. Fourth Ave; Yakima, WA (509) 575-3295.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-10 (1/21/75)

INDIANAPOLIS FOLLOW THROUGH PROJECT: A program using the behavior analysis approach to teach basic skills in reading, arithmetic, handwriting, and spelling. JDRP approved for low-income children, grades K-3, in racially mixed inner-city schools.

Description The main purpose of the Indianapolis Follow Through project (I-FT) is to teach basic skills in reading, arithmetic, handwriting, and spelling to children K-3. Teaching teams composed of a certified lead teacher, a teacher's aide, and one parent aide conduct small-group instructional sessions during the school day. Kindergarten and first-grade classrooms are run as a "token economy", i.e., children earn tokens during instructional periods and later exchange them for whatever items they choose (and can afford) from a "menu" of teacher-prepared special activities. In grade 2 and 3 classrooms, children make daily work contracts with teachers in each subject area. By the terms of the contract, a child agrees to complete an individually prescribed assignment to earn a period of free time for a self-selected activity. Individualized curriculum materials are used in the classrooms. The teaching teams monitor each child's advancement in reading and arithmetic by keeping progress graphs. Parents of I-FT children are encouraged to apply for classroom positions as teacher's or parent aides.

Contact ***Bessie Chumley-Jones, Project Director; Indianapolis Follow Through; 901 N. Carrollton Ave.; Indianapolis, IN 46202. (317) 266-4137.***

Developmental Funding: USOE Follow Through

JDRP No. 77-120 (8/17/77)

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI). A comprehensive instructional program for preschool through third-grade children.

Audience Approved by JDRP for bilingual, limited English proficient, children, preschool through grade 3, teachers, and aides.

Description IBI was designed to do two major things: 1) provide a comprehensive instructional program for children that focuses on teaching English oral language skills and 2) systematically trained instructional staff so they can successfully implement the instructional program. The program was originally used with children whose primary language was Spanish, but it has successfully been used with many other language groups.

Trained staff members provide instruction to small groups of children. Part of the program is individualized and part is conducted in homogeneous small groups, including informal language.

Measurement of child progress is conducted daily. Periodic progress tests are administered.

Staff members receive instruction in classroom management that emphasizes positive reinforcement and training in the implementation of the curriculum materials.

Requirements Two days of inservice training for each selected academic component are necessary. All who will be involved in implementation need to participate. IBI recommends that no more than two components be implemented at one time. Implementing districts need to purchase curriculum and training materials. Two follow-up visits from an IBI staff person are included. It consists of training an on-site trainer in observation skills and additional help or teachers and aides.

Costs Training, curriculum, and testing materials are required for every component adopted. Free brochures and sample material packets are available from the Dissemination Office. Adopters pay travel and per diem expenses of project staff providing adopter site services. Developer can send staff either from Texas or from Washington state.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotitated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact ***Louise Gustafson, Dissemination Coordinator; IBI; P.O. Box 2367; Paxco, WA 99302. (509) 547-8441.***

Developmental Funding: USOE SEA Tiltes I and VII, & OCD JDRP No. 48 4/9/73)

KANSAS CITY FOLLOW THROUGH PROJECT: Resource Center. A basic skills program with built-in motivation and emphasis on mastery of basic skills and small group instruction. Approved by JDRP for children in grades K-3 and their parents.

Description The Kansas City Follow Through Program begins organized instruction at the kindergarten level and continues through grade 3. Emphasis is placed on mastery of basic learning skills and small group instruction. A positive reinforcement system is used to motivate children to learn. The system motivates children to work harder, learn more and feel good about themselves. Follow Through children are achieving on the average at, or above the national norm in reading, math, and spelling.

Inservice training is provided at no cost for teachers ad administrative staff at adoption sites. Training includes identifying, clarifying, and implementing instructional objectives as determined by diagnostic evaluation. Training extends to the implementation of an effective motivational system and the use of appropriate teaching techniques.

Contact *Mattie G. Story, Project Director; 1211 McGee, Room 814C; Kansas City, MO 64106. (816) 241-7791.*

Developmental Funding: USOE Follow Through

JDPR No. 77-130 (8/22/77)
Recertified (1/85)

MARC: MULTISENSORY APPROACH TO READING AND READING READINESS CURRICULUM. Emphasis on slow pacing of skills and diagnosis of student needs. Approved by JDRP as a K-1 reading program for students from low-income families in rural areas and as an inservice program for teachers and administrators.

Description Project MARC trains teachers to use a systematic approach in teaching reading. It combines instructional materials, multisensory techniques, and teacher training in a practical, effective program. Students are grouped for instructional purposes based upon continuous diagnosis, and are taught through a combination of activities designed to use all the learning modalities. Kindergarten materials and techniques focus on developing knowledge of letters and sounds as well as concepts. Children are taught letters and sounds through a unique technique called the Linkages, which integrates auditory, visual and kinesthetic modalities to enable children to learn through the avenue most appropriate to their needs. Materials for this level include alphabet booklets, wall cards, an alphabet sound pack, readiness skill sheets and a poetry book, language master alphabet cards, and an alphabet drill pack. First-grade materials emphasize linguistic word families, decoding and work attack skills, and vocabulary and comprehension skills. During initial reading instruction, the teacher uses blending techniques that feature multisensory learning, slow pacing, and reinforcement of the processes involved in decoding. Each lesson focuses on one linguistic or phonetic feature, and workbooks and supplementary materials supply reinforcement activities. As students progress, instruction and reading become more complex. The transition to commercial basal reading materials is easy once children complete the series.

Contact *Annie Ruth Perryman, Director; Project MARC; P.O.Box 98; Crawfordville, FL 32327. (904) 926-7909.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-7 (3/16/79)

McCORMICK COUNTY FOLLOW THROUGH: Mathemagenic Activities Program (MAP). Comprehensive education and intellectual development, emphasizing math, for economically deprived children in grades 1-3.

Audience Approved by JDRP as a comprehensive approach for teaching mathematics to all children in grades 1 and 3.

Description The program is based on the University of Georgia Mathemagenic Activities Program, which emphasizes learning in the context of classroom environments that stimulate cognitive growth through concrete activities and intellectual challenge for the children.

The desired classroom environment evolves from the following principles and processes: after determining each child's developmental level, the teacher creates learning activities based on what children already know which at the same time stretches and challenges them; intellectual growth occurs as children become actively involved in constructing concepts for themselves as they manipulate physical materials; independence is fostered as children have an opportunity to choose materials and subject matter that will meet their individual learning rates and styles. Small group activities facilitate physical, mental, and social development.

A variety of guides prepared by the University of Georgia is used to supplement and reinforce the state-adopted textbooks. Inservice training on teaching techniques and Piagetian assessment is conducted with guidance from the university sponsor.

Contact ***Susanna McKellar, Project Director; McCormick County Follow Through Project; McCormick County Public Schools; P.O.Box 417; McCormick, SC 29835. (803) 465-2715.***

Developmental Funding: USOE Follow Through JDRP No. 80-51c (2/2/81)

MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project. A home-based program to prevent educational disadvantage in low-income children, starting at age two, by enhancing parent-child verbal interaction. JDRP approved for two-year-olds at risk for educational disadvantage.

Description MCHP/VIP's theory is that cognitive and socioemotional growth is fostered by the preschooler and mother exchanging conceptually rich language around books and toys. Goals: increase mother's positive interaction with child to aid child's intellectual and social growth and thus prevent school problems. Twice-weekly half-hour home sessions for two school years (a total of 96 or less, the number tailored to mothers' needs) continue from child's age of two to four years. Paid or volunteer home visitors ("Toy Demonstrators") involve mother and child in play while modeling for the mother a curriculum of verbal interaction techniques focused around "curriculum materials" —books and toys permanently assigned to the child. Guide Sheets containing core concepts related to each toy or book (matching, counting, reasoning, etc.) are given to Toy Demonstrator and mother. *1984 EVALUATION DATA* (MCHP adoption in Pittsfield, Massachusetts schools); Program graduates met national academic norms through 8th grade (highest follow-up) in contrast to educational disadvantaged of similar comparison children.

Contact ***Dr. Phyllis Levenstein, Director, Verbal Interaction Project, Inc., Center for Mother-Child Home Program, 3268 Island Rd. Wantagh, NY 11793 (516) 785-7077.***

Developmental Funding: HEW; USOE; NIMH JDRP No. 78-165 (11/27/78)

MECCA: Make Every Child Capable of Achieving. An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling. Approved by JDRP for kindergarten and first grade.

Description In the MECCA program, a learning disabilities teacher, with the help of the classroom teacher and a classroom aide, provides observation, profiling, and intervention within the regular kindergarten classroom for children with potential learning problems. The program utilizes a team made up of a special education teacher, a classroom teacher, and an aide, who together analyze the activities of the curriculum into the tasks that a child must accomplish in order to be successful in the activity. The purposes of this task analysis process are to think about what is asked of the child and to observe where the child is successful and where he/she needs help. The intervention aspect of the MECCA program is based on the principle of beginning at the level where the child achieves success and proceeding sequentially through the difficult steps to new successes. After the initial training period, the classroom teacher and the special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

Contact ***Peter R. Chester, Supervisor; Meriden Public Schools; City Hall; Meriden, CT 06450. (203) 634-0003, ext. 317.***

Developmental Funding: USOE BEH Title VI-G 31 JDRP No. 77-111 (3/23/77)

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)/A COMPUTER LINK OFFERING VARIABLE EDUCATIONAL RECORDS (CLOVER). An education and health system for migrant children, preschool-12.

Audience Approved by JDRP as a program for migrant children, preschool through secondary, and teachers aides, nurses, counselors, and administrators.

Description The Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Record (CLOVER) is a computerized system with 162 terminals located in 44 states. The system serves 49 states, Puerto Rico, and the District of Columbia. Through the MSRTS/CLOVER the process of receiving, storing and transmitting health and educational information is available to all school, education and/or health organizations that serve migrant children. Teachers, nurses, aides, administrators, and others have at their disposal educational and critical health data delivered to their state within 24 hours of a child's enrollment. In four days or less, an in-depth record of educational and health data will be received at the state's designated location. This information may direct the adopter in formulating strategies to assist the migrant child in achieving academically. Curricula being taught to migrant children varies according to the established needs of migrant children at various levels. The system's computer is programmed to provide skills-based information in the areas of reading, math, early childhood, and oral language. The health system provides the most updated reporting of health problems to insure continuity of health services by using the International Classification of Diseases (ICD.9.CM) and the physician's Current Procedural Terminology (CPT), 4th edition.

Requirements Interested adopters who have migrant children in their school or other education or health agency may contact the state director of migrant education in their state. If this information is not available, write or call the contact person listed below. Implementation requirements will be based on the level of participation.

Costs Training packets are available at no cost. Training and follow up are available at no cost. Other agencies outside the U.S. Department of Education that serve migrants may use computer time at a negotiated cost.

Services Awareness materials are available. Visitors are welcome at project sites by appointment, Monday through Friday 8:00 a.m. through 4:30 p.m. Training is conducted at the project site (adopter paying its own costs). If training is conducted out of the state of Arkansas, costs are to be negotiated. Quarterly workshops are held in February, May, August, and November.

Contact ***Nolan McMurray, Administrator for Special Services and Technical Advisor; Migrant Student Record Transfer System; Arch Ford Education Building; Capitol Mall, Little Rock, AR 72201. (501) 371-1857.***

MODIFICATION OF CHILDREN'S ORAL LANGUAGE. A special program for training staff to work with students having language disabilities.

Audience Approved by JDRP for language-handicapped students, preschool to adult.

Description This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individuals. It is particularly valuable in early childhood education centers, classes for the educable and trainable mentally retarded, and speech-correction centers.

Requirements An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

Costs The cost for adoption varies according to the location of the adopting agency, number of project participants, and degree of implementation. Cost for required program materials is: $124 per participant. Maintenance costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted *only* at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

Contact ***Betty H. Igel; Monterey Learning Systems; P.O. Box 51590, Palo Alto, CA 94303. (415) 969-5450.***

Developmental Funding: USOE ESEA Title III

JDRP No. 6 (4/16/73)

NEW ADVENTURE IN LEARNING: Success Strategies for Reading and Language (NAIL). Comprehensive language arts and classroom discipline. Approved by JDRP for students of all abilities, grades K-3, and elementary school faculties. This program has also been used in other settings with grades 4-8.

Description This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive and language experience techniques more commonly used by reading clinicians.

This program is a combination of individualized techniques and basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept.

Adoption may involve the total curriculum project or any one of three program components: Psycholinguistics, Oral Language and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers; all training materials, including instructional modules for each professional staff member and an implementation/management kit, are also provided. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days for these workshops depends on the number of components chosen.

Contact ***Freda Wynn, Director; New Adventure; W.T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32308. (904) 488-7584.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-71 (5/23/74)

NICHOLS AVENUE FOLLOW THROUGH: A Direct Instructional Model. Basic reading and language for low-income, nonwhite, inner-city children in grades K-3 and a program for parents involvement.

Description The program relies on the structured DISTAR materials in reading and language which sequence tasks to ensure skill mastery. The content of each level sequence follows: reading I and II, decoding and comprehension; reading III, word attack skills and comprehension; language I and II, comprehension; language III, reasoning and rules of grammar and structure. Arithmetic, physical education, art, science, music and additional reading is taught using the system's Competency Based Curriculum.

Lessons are presented to small groups of students for 30-35 minutes per day in reading. Language is taught in large groups. Lesson day in program is recorded to monitor instruction and student progress.

Contact ***Dorothy J. Rice, Director; Nichols Avenue Follow Through; Martin Luther King Avenue and Sumner Rd., S.E.; Washington, DC 20020. (202) 767-7086.***

Developmental Funding: USOE Follow Through

JDRP No. 80-50c (12/29/80)

NORTHERN CHEYENNE FOLLOW THROUGH PROJECT. An individualized early childhood approach to the teaching of basic skills utilizing parents as classroom teachers' aides. Approved by JDRP for grades K-3.

Description The Northern Cheyenne Follow Through Project focuses on the basic skills of reading, math, and handwriting. It utilizes six concepts: token delivery or contract system for motivation; individualization; programmed curricula; progress monitoring; staff training and career development; and parent involvement.

The utilization of parents as classroom teachers' aides has provided an opportunity for active parent and community involvement. The parents also serve as advisors in making policy decisions concerning the project. With the use of programmed materials and effective progress monitoring, children are progressing at a rate that enables them to work at a level comparable to their respective grade levels.

Contact ***Moneda Cady, Director; Northern Cheyenne Follow Through Project; Lame Deer, MT 59043. (406) 477-6386 or 6387.***

Developmental Funding: USOE Follow Through JDRP No. 77-151 (9/9/77)

OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM. Learning Through Literature. An interdisciplinary approach for students in grades K-2 utilizing a literature-centered curriculum. Approved by JDRP for grades K-2. This program is also applicable to other grade levels.

Description The Learning Through Literature model emphasizes the writing process and has as its overall goal children becoming authors. Reading comprehension and oral language skills provide entry into the writing process. Nutrition education is built into the curriculum through literature selections.

Units of work are organized under a central theme. All possible subject areas are integrated through the theme, with concentration on language-development activities.

The literature program supplements the existing basal reading program; it replaces the basal reader only in gifted and talented classrooms, where children have mastered decoding skills.

Learning Through Literature utilizes the library for literature selections. "Books" written by the children are used for additional reading material.

Contact ***Marilyn M. Jones and Rosalie Gifford, Resource Center Coordinator; Oakland Unified School District Follow Through Program; Resource Center; Curriculum and Instruction, Room 3, 1025 Second Avenue, Oakland, CA 94607; (415) 836-8165.***

Developmental Funding: USOE Follow Through JDRP No. 77-150 (9/9/77)

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School). A program, available to all four-year-old children and to high-risk three-year-olds, structured to increase each child's chances for success in school. Approved by JDRP as a program for four-year-olds, including those with special problems.

Description The overall objective is to increase each child's chances for success in school, with a particular concern for locating and treating children with special problems. Saturday School has four major components. The first unites assessment with diagnosis and follow-up. Every child is individually tested in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year specialist help. The second component is a three-hour school "day" on Saturdays. Four-year-olds rotate in small groups to four learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Ninety-three percent of the parent assist in teaching in Saturday School. The third component involves weekly one-hour home visits which include two or three neighboring children and their parents. Home visits are provided to all children, with additional ones by a teacher-specialist for those with special problems. The fourth component consists of home teaching by parents, who receive a weekly home activity guide suggesting learning "games". Child Development Consultants provide consultative services: they work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training during the year. Staff development is a continuous process. Student achievement in language and cognitive skills averaged 14-16 months a year.

Contact ***Marion M. Wilson, Director; Early Education Program; Ferguson-Florissant School District; 1005 Waterford Dr.; Florissant, MO 63033. (314) 831-8809 or (314) 831-8798.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-47 (5/23/74)

PARENT READINESS EDUCATION PROJECT (PREP). A program designed to identify preschool children with potentially limiting problems and to develop language, auditory, visual, and motor skills in these children.

Audience Approved by JDRP for preschool children with developmental delays and for parents and high school seniors.

Description PREP is appropriate for all preschool programs including special education, Head Start, and Chapter I programs. The goals of PREP are to identify preschool children with potential learning problems and develop a plan of remediation, to teach parents how to develop the skills necessary for academic achievement by these children, to teach child development and management techniques, and to train high school students for effective parenthood. This is a cost-effective program that enables two part-time professionals to reach 52 families. The model has been successfully adopted in inner-city, suburban, rural areas, and diverse socioeconomic areas throughout the United States. The PREP model provides for intensive parent involvement in an atmosphere of openness and trust. Continuing contacts provide opportunities for modeling, trying new parenting behaviors and changing parent-child interaction patterns. Increasing parents' awareness of how their everyday activities can be learning experiences is a major goal.

All children are tested in the fall of the year before they enter kindergarten. Based on indications of potential learning problems and parental willingness to participate, 52 children are selected. The children attend PREP one morning a week in groups of 14. Activities that the parent and child do together at home are the key to skill development. Language and conceptual development, visual skills, auditory skills, small- and large-muscle coordination, enhancing the self-concept, and the world around us are emphasized in the classroom and home curriculum. One parent agrees to attend PREP class one morning a week with the child. The parent observes the children in the classroom and receives activities to do at home daily with the child. Twelve high school seniors work individually with the preschoolers to stimulate language and conceptual development and to enhance self-concepts during the second semester. The high school students also attend weekly seminars and receive course credit in child development. PREP can be adopted/adapted to existing preschool programs by adding a parent and home curriculum component and an organized preschool curriculum.

Requirements Staffing to reach 52 families requires two teachers, one part-time secretary, and one part-time aide. Training sessions last three days. A large classroom equipped for young children and a meeting room for parents are required. Program can be adopted by an individual school, an entire district, or a region.

Costs Cost of training manual, $25.00, professional resource materials, $75.00. Cost of trainer negotiable.

Services Awareness materials are available at shared cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Diane K. Bert, Ph.D., Project Director; Redford Union School District No. 1; 18499 Beech Daly Rd.; Redford, MI 48240. (313) 535-2000, ext. 201 or 202.***

PEECH: Precise Early Education of Children With Handicaps. An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

Audience Handicapped children ages 3-6 and their families.

Description The PEECH Project serves handicapped children ages 3-6 functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based screenings for all young children. Also integrated into the program are children who have no special educational needs. These children serve as models for language, cognitive, motor and social skills. Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Program features include a low student/teacher ratio, a positive approach to behavior management, extensive training and involvement of paraprofessionals as teachers, a carefully structured learning environment, and precise planning and evaluation of daily individualized teaching sessions. Families are involved through an extensive individualized program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents and their children.

Research findings on the program effectiveness of the PEECH Project indicate that a reversed mainstreamed preschool program which provides classroom instruction based on developmental assessment of functioning can provide young handicapped children with the social and academic skills needed to perform adequately within regular elementary school classes (Karnes et al. 1981).

One staff member should be assigned the responsibility (and time) for coordinating screening, child assessment, classroom programming, staff training, and evaluation, and for acting as liaison with the PEECH demonstration site. Optimal staffing consists of one head teacher and one paraprofessional, with ancillary services from a speech and language therapist, psychologist, social worker, and occupational therapist, but a basic program can be implemented by a trained teacher and a paraprofessional if other support staff is available in the community.

Requirements Adopters must independently identify a source of funding and administrative support for the hiring and training of staff, for screening and identifying children, for providing classrooms for the program, and for administering a battery of pre/post-tests to all participating children.

Costs Project-developed materials are provided to adopters at a minimal charge. A wide variety of commercially available instructional materials already found in most preschool classrooms is used.

Services Awareness materials are available at a minimal cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted by means of 12-14, two- or three-hour workshops/site visits.

Contact ***Merle B. Karnes, Director; PEECH; Institute for Child Behavior and Development; University of Illinois; Colonel Wolfe School; 403 East Healey; Champaign IL 61820-5598. (217) 333-4890.***

PEORIA 0-3 PROJECT—Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3. A medical/educational model delivered in the home by parents with assistance from professionals.

Audience Approved by JDRP for handicapped infants ages 0-3, and persons dealing with this population (occupational/physical/speech therapists, parents, home trainers, teachers, social workers, psychologists/administrators, and volunteers).

Description The ongoing direct service program serves children 0-3 at risk, mentally retarded, and/or orthopedically handicapped. The service program includes a diagnostic and evaluation service, Individual Educational Program (IEP) planning, direct service, home-based programming (including occupational, physical, and speech therapy when appropriate), parent support systems, and a class for 18- to 36-month-old handicapped infants. Based on results of the Functional Profile, a project-designed tool assessing a child's functioning levels in six basic areas, the child's developmental program is designed by the parent and an interdisciplinary team composed of a social worker, a child development specialist, and occupational, physical, and speech therapists. This plan is reviewed weekly. Each discipline contributes activities, called targets, to the home program plan. The child development specialist takes weekly target lessons into the home, presents the lesson to the child, models it for the parent, records the child's baseline performance, and explains procedures for recording the child's response on an activity chart. Continuous monitoring of the activity chart, coupled with information from parents, permits appropriate changes in instructional strategies. Since many children in the program are multiply and/or physically involved, ongoing medical supervision is provided, and outpatient physical and occupational therapy services are available. Individual parent counseling sessions are available, and ongoing parent discussion groups are maintained. Modeled on the direct service program, the training program assists in agencies serving children ages 0-3 to develop or upgrade services to handicapped infants and toddlers. Individually designed to meet the needs of the local agency or community, training involves an intensive two- or three-day initial workshop and four to six days of follow-up at adopter site.

Requirements Adopters must currently be serving infant/toddler population. Staffing required for a 20-child program: a child development specialist (full-time), a speech therapist (part-time), and an occupational and/or physical therapist (part-time). Access to a diagnostic and evaluation clinic is required. Adopters must work with parents. Project focus is to provide comprehensive services. Individual components can be adopted, subject to needs assessment of the individual community. Two or more components must be adopted/adapted to be considered an implementation. A minimum one-year commitment is required.

Costs Start-up cost of the direct services program for 20 children: $1,200-$2000; this figure includes books, materials, and equipment. Approximate cost of the home-based component per child per year, including therapy, is $2,000. Cost of training for LEAs depends on the amount of federal funding available to support the effort.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available for out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to e negotiated).

Contact ***Project Director: Peoria 0-3 Project; United Cerebral Palsy of Northwestern Illinois and Peoria Association for Retarded Citizens; 320 E. Armstrong; Peoria, IL 61603. (309) 672-6358.***

PLATTSBURGH FOLLOW THROUGH PROGRAM. Reading, math, and language for children from low-income areas.

Audience Approved by JDRP for grades K-3.

Description The goals of the Plattsburgh Follow Through program are to prevent economically disadvantaged children from failing in reading and math and to promote development of their language skill. Initial and ongoing assessment, weekly meetings of the entire staff, periodic reviews of each child's reading and math programs, and staff development in Bank Street College of Education theories and practices are the means used to attain the program's goals.

Rather than being directed by their teacher, the children help shape their own activities. They work independently, in small groups, or singly with the teacher or aide on such projects as sand and block construction, art activities, cooking, dictation, journal writing, measurement, and science experiments. The classroom setting is tightly organized, giving children the opportunity to express themselves in words and actions and to work with each other.

Home visits, trips for parents and children, and participation by parents in the classroom are fundamental to the program. Parents are also actively involved in decision making in all aspects of the program. In addition, parents are offered a variety of practical and academic courses and workshops with community agencies.

Requirements A one- to two-week preservice workshop is required for instructional staff. Area must be provided for establishment of a learning center. A philosophy of supportive interaction must be established and maintained between all involved personnel—teachers, students, parents, aides. Ongoing staff development is an important aspect of this program. Bank Street College may provide training.

Costs Cost of adoption depends on program size. Release time must be provided for teachers to attend a preservice workshop.

Services A Follow Through Resource Center. Awareness materials available at no cost. Visitors welcome at project site by appointment. Contact the project about training.

Contact ***Robert Garrow, Director; Plattsburgh Follow Through Program; Monty Street School; Monty St.; Plattsburgh, NY 12901. (518) 563-1140.***

Developmental Funding: USOE Follow Through 40 JDRP No. 77-156h (4/24/81)

POCATELLO FOLLOW THROUGH: Mathemagenic Activities Program (MAP). A comprehensive educational and intellectual model for developing cognitive and problem-solving skills.

Audience Approved by JDRP for grades 1 and 3.

Description The Pocatello Follow Through program is based on the University of Georgia Mathemagenic Activities Program, which emphasizes mathematics in the context of classroom environments that stimulate intellectual growth through concrete activities and intellectual challenge for the children. The desired classroom environment evolves from these principles and processes: learning activities must be based on what children already know and at the same time stretch and challenge them, so the teacher must assess each child's developmental level. Intellectual growth occurs only through active involvement, so manipulation of objects is called for; independent activity is necessary for learning, so children must exercise choice, and to experience such self-regulation, select activities and work independently. A combination of structured and non-structured individual and small group activities facilitate physical, mental and social development. Teachers use a variety of guides prepared by the University of Georgia to supplement and reinforce the state-adopted textbooks. Inservice training on teaching techniques and Piagetian assessment is conducted with guidance from the university sponsor. Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

Contact ***Petrea Goold, Director; Pocatello Follow Through Project; Pocatello School District No. 25; 3115 Poleline Rd.; P.O.Box 1390; Pocatello, ID 83201. (208) 232-3563, ext. 269.***

Developmental Funding: USOE Follow Through JDRP No. 80-51a (2/2/81)

THE PORTAGE PROJECT: A Home Approach to the Early Education of Young Children. A home based model serving multicategorical handicapped children from birth to six years of age.

Audience Approved by JDRP for children with handicaps, mental ages 0-6, preschool programs, and non-handicapped Head State home-based programs.

Description The Portage Project, a home-based program for preschool children and their families uses the precision teaching methodology to deliver comprehensive, data-based, parent teaching services. The model, whether employed totally in the home or in a classroom-home combination program, centers on a home teacher working with parents on a weekly basis to assess, plan and teach developmental skills.

Parents observe and practice weekly teaching activities with the guidance and support of a home teacher. Activities are individually designed to meet the developmental needs of the child, and the desires, interests and cultural mores of the family. The home teacher and parent discuss and choose long and short term goals for the child and then develop the appropriate teaching sequences to reach those goals. Child progress is recorded weekly and activities are modified when necessary to assure that the child is consistently reaching the goals set.

The project was originally funded by the Bureau for Education of the Handicapped from 1969 to 1972. Since then the direct services portion of the project has been locally supported by the 21 school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The project has received funding from the Special Education Programs branch of the Office of Education and the National Diffusion Network to provide training and technical assistance to schools and agencies wishing to establish home-based early childhood services.

Requirements Administrative commitment to involve parents in the early education of their children is a prerequisite for successful implementation. At least one teacher is needed who has the time and willingness to work with parents. Resource personnel should be available to assist in assessment and curriculum planning. Initial training consists of 3 to 4 days of intensive instruction in the model components. Training can take place either at Portage or on-site. One yearly follow-up visit is usually scheduled.

Costs Training costs are negotiable. They typically include travel and per diem for the trainer/s or travel and housing for trainees if off-site. Training materials are supplied at no charge. Implementation costs vary greatly depending on the size of the program and the location of the school district but range from $1200 to $2100 per pupil per school year (data secured from adoption sites).

Services Adoption training can occur either in Portage or at the interested agency's site. One to three day workshops in any of the model components such as curriculum planning, behavior problem prevention, or working with parents can be arranged (costs to be negotiated). Implementation and follow-up services are available to adopters. Project staff are available for out-of-state awareness and conference presentations. Awareness materials are available at no cost. Project instructional materials are available at nominal costs. (Please send for updated costs and ordering information).

Contact ***George Jesien, Outreach Director; Portage Project; 626 E. Slifer St.; Portage, WI. 53901. (608) 742-8811.***

Developmental Funding: USOE SEP,NDN

JDRP No. 75-5 (11/10/75)
Recertified (1/85)

PREVENTION OF LEARNING DISABILITIES: An Interdisciplinary Model. A program to prevent the cognitive and emotional effects of learning disability by early identification and educational intervention.

Audience Approved by JDRP for children in grades 1-2. This program has been used in other settings with children in kindergarten and clinically with older children who have neuropsychological deficits.

Description The program provides a three-part approach to the prevention of learning disabilities: scanning, diagnosis, and intervention. Scanning locates vulnerable children through SEARCH, an individual 20-minute test administered by teachers and educational assistants to all children in kindergarten or early in first grade. SEARCH taps the neuropsychological precursors of learning problems in young children, yielding data required for setting intervention priorities, allocating diagnostic services, and building teaching plans to guide intervention. Raw test scores may be evaluated either by age or local norms. Age norms permit comparison of a child's score with a broad reference group: the standardization sample of 2,319 children from intact kindergarten classes in inner-city, suburban, small-town, and rural areas. Local norms permit comparison with the immediate peer group with whom children will be learning in their own schools. Diagnosis helps to clarify the reasons for the child's vulnerability. The Learning Disorders Unit offers training in diagnostic skills to school districts interested in developing or expanding these services. Intervention is based on TEACH, a prescriptive approach that helps to meet the educational needs defined by SEARCH. TEACH tasks are organized into five clusters relating to SEARCH components; tasks have been chosen for their experimentally demonstrated contribution to the job analysis of reading. The 55 tasks proceed through three stages of increasing complexity: recognition-discrimination, copying, and recall. Mastery criteria are provided to ensure automaticity in the application of these skills in reading and the language arts. TEACH provides a two-year sequence of activities with emphasis on accuracy of perception in the first year and on intermodal and prereading skills in the second.

Requirements Can be adopted by an individual school or a district. Staffing: one teacher per 25-30 children; additional staff may be needed to assist in scanning during a two-week period. Training: initial two-day workshop with an equivalent of two full days of inservice during the school year. JDRP approval was based on the resource room model, but other organization patterns are also in use including supplemental instruction within mainstreamed classrooms and individualized programming within special education classroom.

Costs Materials for one resource room: SEARCH Kit, $42.50; SEARCH Record Blanks, $12.80 per package of 30; TEACH Manual and Task Cards, $55.00; miscellaneous toys for use with TEACH, approximately $25 (usually part of classroom supplies).

Services Awareness materials are available at cost of duplication. Visitors are welcome by appointment. Training workshops are conducted at the project site (adopter must cover all costs). Training is conducted out of state (School Consultation Center must be reimbursed for project staff time). Statistical consultation, norms, follow-up visits, and telephone consultation services are available.

Contact ***Rosa A. Hagin, School Consultation Center, Fordham University at Lincoln Center, 113 W. 60th Street, New York, NY 10023 (2120 841-5579.***

Developmental Funding: USOE BEH Title VI-G 43 JDRP No. 79-33 (9/12/79)

PRIOR: Preschool and Improvement Of Reading. A coordinated approach to school experience through readiness in preschool and reading improvement in elementary school. For pre-kindergarten children with developmental delays, grade 1 pupils needing further readiness, and elementary students achieving in the lower three stanines in reading.

Description PRIOR is two Coordinated Chapter I projects: Preschool, which offers a developmental and cognitively oriented curriculum in the year before kindergarten, and Reading Improvement which provides remedial reading to elementary students. PRIOR is an integral part of the school system with building principals being responsible for daily operation. Support services are provided through many school and community resources. A head teacher for each project coordinates staff and program activities. Handbooks guide prescriptive and diagnostic instruction but teachers have considerable autonomy in selection of materials and techniques. Parent involvement, regular staff inservice and comprehensive yearly program evaluation are essential features of both projects. Preschoolers attend three hours per day for 160 days per year in Centers located in schools. A certified teacher, aide and parent volunteer make up the instructional team. Each child in the Reading project participates 30 minutes per day on a pull-out basis. Instruction emphasizes application of reading skills rather than drill and is enriched with creative activites. Procedures for pupil selection, and forms and checklists developed by the staff promote an effective and efficient program operation.

Contact ***Melba Treaster, Head Teacher, Poudre School District R1; 2407 La Porte Ave.; Fort Collins, CO 80521. (303) 490-3245.***

Developmental Funding: USOE ESEA Title I

JDRP No. 79-24 (5/30/79)

A PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS. A home intervention program involving parents in the teaching of their handicapped children. Approved by JDRP for handicapped children 5 month to age 6.

Description This program, a home intervention model, is based on the premise that parents can be actively involved on a daily basis in teaching their handicapped children, and that through the teaching experience, by observing and recording changes in behavior, they can discover the areas in which their children need help. The program's ultimate goal is for the parent to assume chief teaching responsibilities until the child can attend school.

Home teachers make weekly home visits of approximately one and one-half hours to show parents how to use behavior modification techniques—when to reward, what to reward, and how to chart behavior. By observing this modeling process, parents become equipped to continue the work for a week, progressively achieving the short- and long-term goals for their children.

Training emphasizes administrative guidance and teacher training in the areas of assessment, behavior management, precision teaching, individualized educational programs, and parent training.

Contact ***Lois A. Cadman; 2006 Kell Blvd. S.; Wichita Falls, TX 76309. (817) 723-6902.***

Developmental Funding: USOE BEH

JDRP No. 79-30 (7/10/79)

PROGRAM FOR CHILDREN WITH DOWN'S SYNDROME AND OTHER DEVELOPMENTAL DELAYS. Designed to accelerate and maintain developmental gains of Down's Syndrome/developmentally delayed children and give help and training to their parents.

Audience Approved by JDRP for Down's Syndrome Children, birth to age 6.

Description The program for Children with Down's Syndrome and Other Developmental Delays consists of 2 major components: systematic instruction, and parent training and involvement. The systematic instruction process consists of 5 basic steps: assessment; establishing goals and objectives based on assessment; planning programs to meet goals and objectives; implementation of these programs in the daily schedule; and evaluation through daily data collection and assessment. The Developmental Sequence Performance Inventory (DSPI), developed by the staff, is the assessment/curriculum for the model. This developmental checklist is criterion-referenced and includes 5 skill areas: gross motor, fine motor, cognitive, communication, and social/self-help (birth to 6 years). Goals and objectives based on this instrument are identified in all skill areas for each pupil. There are 3 levels at which the model can be replicated: infant learning (birth to 18 months); preschool, including early (18 month to 3 years), intermediate, (3 to 4 years), and advanced (4 to 5 years); and kindergarten (5 to 6 years). The infant learning program is center based. Parents bring their children in for 1- to 2-hour weekly sessions. During these sessions data are obtained to determine progress the infants are making towards objectives, and parents are trained to implement appropriate programs at home. The preschool and kindergarten programs offer a balanced schedule of individual and large and small group instruction, and a variety of classroom activities planned to provide practice, transfer and generalization of skills. Parents and staff work together to maximize learning opportunities. Involvement of parents is greatest in the Infant program, as it is a parent training program. At the preschool and kindergarten levels parents continue to maintain a close working relationship with the program and receive training based on individual need. (The Program for Children with Down's Syndrome and Other Develomental Delays and the Communication Program were both developed by the Model Preschool Center Handicapped Children, University of Washington, Seattle.) Developmental Performance Inventory Data (DSPI) from 1983-84 for 11 sites, 236 pupils, mean age 59.19 months at posttest, were analyzed to compare the predicated performance age at posttest to actual performance age at postest. The mean predicted performance age in each skill area was based on each child's previous rate of development (determined by pretest scores) and the number of months of intervention. Data analysis showed significant gains ($P=.000$) over predicted performance age in 4 skill areas: fine motor, cognitive, communication, and social/self help.

Requirements Programs wishing to replicate the model must make a commitment to implement all model components, use the DSPI, and share pre-post and demographic data with the program staff (pupils remain anonymous). Standard preschool equipment and materials are used. One certified teacher and one aide are required for each classroom.

Costs Awareness, training sessions, and follow-up are provided free of charge; however, in most cases, requesting agencies will need to provide transportation and per diem cost; one set of training materials is provided. Funding for expenses to train for replication is available through state resources, school districts, or private agencies. Contact the model program to negotiate an agreement.

Services Training is available at the EEU and at replication sites. Annual summer workshops are offered at the EEU. Follow-up training and evaluation are also recommended. awareness, informational, instructional, and assessment materials are available.

Contact ***Rebecca R. Fewell, Director Model Preschool Outreach Program; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.***

PSYCHOMOTOR LEARNINGS FOR ACADEMIC YIELDS (Project PLAY). Perceptual-motor and/or cognitive activities conducted by teachers and parents to increase children's reading readiness. Approved by JDRP for pre-kindergarten through grade 1.

Description This program is based on the assumption that psychomotor deficiencies (which may be due to poor socioeconomic backgrounds) will interfere with learning, especially beginning reading and must be either prevented or corrected. Pre-kindergarten, kindergarten, and grade 1 children participate in teacher-directed perceptual-motor and cognitive activities based on a project-developed diagnostic/prescriptive curriculum guide. Gross and fine motor activities combined with cognitive learnings such as shapes, colors, and letter and word recognition help the child transfer sensory experiences to conceptual meanings. Teachers are trained in diagnostic procedures, methods of combining perceptual-motor and cognitive instruction, and preparation of learning environments that encompass gross and fine motor and cognitive-related learnings. In addition, parents are given a training handbook and special activity packets intended to help them understand some basic principles of child development. These packets describe techniques that parents can use to teach their own children. Involvement of the local community is an important aspect of the program. Community agencies (the mental health department, the swimming staff at the YMCA, groups of elderly people, the local library and a speech and hearing clinic) would be helpful at any adopting site. Project students have included special education children (15 percent), with the remainder coming from the regular school population. The project has a similar program for preschoolers.

Contact *Evelyn Murray; Bristol Virginia Schools; 222 Oak St.; Bristol VA 24201. (703) 669-8181.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-38 (4/22/80)

THE RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM (RECEP). A program of language, mathematics, and problem-solving for children in grades K-3. Approved by JDRP for children, grades K-3.

Description The Responsive Early Childhood Education Program is currently serving 1,100 children, grades K-3, who meet Follow Through and/or Headstart eligibility. An additional 550 children receive Responsive Education instruction as a result of their placement in Follow Through classrooms. The goals are to increase children's learning of the basic skills of language and mathematics and of problem-solving abilities; to stimulate the development of positive attitudes toward learning; and to foster culturally pluralistic attitudes and behaviors.

Special attention to the improvement of basic skills has characterized the Goldsboro project since its inception. Distinctive features include a basic skills personalized instructional program using trained volunteers and comprehensive test results.

RECEP is based on the belief that all children have an accumulated learning base upon which additional knowledge and skills can be developed. The evaluation component of this program provides the teacher with specific information for each child that describes his/her strengths and weaknesses. Individual student needs are assessed, and standardized test scores are regularly compared with those of children elsewhere in the country.

Contact *Winnie D. Brewington, Director: The Responsive Early Childhood Education Program; Goldsboro City Schools; P.O. Box 1797; Goldsboro, NC 27530-0038. (919) 734-0561.*

Developmental Funding: USOE Follow Through

JDRP No. 77-154b (2/4/81)
Recertified (4/85)

RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER. A program teaching parents to establish a home environment that promotes active participation in their children's education. Approved by JDRP for children in grades K-3 and their parents.

Description The Richmond Follow Through Program is based on the active involvement of parents in the education of their children. This concept is founded on the premise that patterns of and motives for academic achievement and personality development in primary-grade children (K-3) are largely the result of home-study influences. The Richmond program is designed to provide a systematic means of linking home and school for the ultimate purpose of improving the educational performance of the children involved. The key element in the Parent Education process is a group of paraprofessionals called Parent Educators. Two are assigned to each Follow Through class. Parent Educators spend approximately 50 percent of their time as classroom aides; the remaining time (two days per week) is spent visiting the homes of Follow Through children. The weekly home visit is an integral part of the Home Learning Cycle. In simplest terms, this weekly cycle involves an individualized Home Learning Activity (HLA) which is taught by the teacher to the Parent Educator, who teaches the HLA to the parent, who in turn teaches the HLA to the child, thus providing continuous reinforcement of the child's educational achievements. The guiding principle throughout the Home Learning Cycle is a set of 10 basic tenets (Desirable Teaching Behaviors). Teachers and parents are encouraged to use open-ended questions, positive reinforcements, and the discovery approach to stimulate and expand the intellectual processes of the learner.

Contact *Virgie M. Binford, Project Coordinator; Follow Through Program; 301 N. Ninth St.; Richmond, VA 23219. (804) 780-5341*

Developmental Funding: USOE Follow Through JDRP No. 77-146

SEAPORT: Student Education Assuring Positive Organized Reading Techniques. A program applying school-based and home/school liaison approaches to remedial reading problems. Approved as a remedial reading program for students in grades 2-3 and 6-12 who are at least one year below grade level.

Description Project SEAPORT is a remedial reading program that provides Chapter I (formerly Title I) students, grades 1-12, with individualized prescriptive instruction in the classroom setting and in a pull-out resource learning laboratory. A skilled reading specialist works with students who have been identified as most in need of remedial services. The program places a strong emphasis on reading activities within content areas. Project success is enhanced by cooperation between the reading specialist and classroom teachers. The specialist provides regular consultant services to teachers. Staff development is a major component of the program. Inservice training is provided for the reading specialist and classroom teachers. Student progress is assessed each year using pre- and posttest scores on standardized achievement tests. Quarterly monitoring and annual needs assessment are integral parts of the annual evaluation. Project SEAPORT activities enjoy a high level of parent/community involvement. Involvement is enhanced by frequent parent-teacher conferences, frequent dissemination of information on project activities to the community, and an annual needs assessment. Subsequent to receiving JDRP approval, Project SEAPORT instituted educational interventions for children prior to entering school. Pre-kindergarten youngsters, identified by home/school liaison staff as having developmental lags, receive instruction and remediation in specific skills.

Contact *Mary C. Macioci, Project Director; Project SEAPORT; Newport School Department Administration Center; Grant Programs Office, Mary St.; Newport, RI 02840. (401) 847-2100, ext. 40.*

Developmental Funding: USOE ESEA Title I JDRP No. 29 (4/9/73)

PROJECT SKI*HI Outreach. A comprehensive program providing identification, hearing aid management, communication, auditory, and language facilitation through home management for hearing-handicapped children birth to age 6.

Audience Approved by JDRP for hearing-impaired infants and young children birth to age 6 and their families.

Description SKI*HI is a comprehensive program that provides screening, audiological, diagnostic and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families.

The program is designed to provide services to a state-wide or large population area; however SKI*HI effectively meets the needs of regional, district, rural, small and private agencies. It includes a system for hospital screening for high-risk infants. A diagnostic and supportive entry process ensures efficient, expeditious entry of children and families into the program.

A complete home intervention curriculum is provided. It includes a home hearing aid program, a home communication program, a home auditory program, a home total communication program, and a home language program. Psychological, emotional, and child-development suppport are provided for parents in the home. Weekly and comprehensive quarterly assessment of child and family is performed. Part-time parent advisers living in the area visit homes weekly to deliver the curriculum, which is targeted for parents. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided.

A national data system collects yearly information on demographic status and child/parent progress for all participating adoption programs. Data summaries are provided to each program. These summaries allow the program to evaluate its own effectiveness with the families it serves as well as to compare its effectiveness with that of the total body of SKI*HI adopting programs across the country.

Requirements One full-time or part-time professional to make weekly home visits is the minimum requirement. This person must have basic SKI*HI training in delivery of a home intervention program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video-playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary. The program should participate in the SKI*HI data collection and evaluation system.

Costs Complete services for 11 months (including all direct and supportive services) costs approximately $1,549 per child. Start-up costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter sites (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Dr. Thomas C. Clark, Director; Project SKI*HI; Department of Communicative Disorders UMC10; Utah State University; Logan, UT 84322. (801) 752-4601.***

Developmental Funding: USOE BEH

JDRP No. 78-192 (7/13/78)
Recertified (10/84)

PROJECT STAY: School to Aid Youth. A program providing early identification and treatment of social, emotional, and academic needs of pupils. Approved by JDRP for grades 1 - 3.

Description Children enter on screening administered during kindergarten year. They remain in Project STAY for one-half of the day and in the regular classroom for the other half. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are identification of achievement levels of high-risk pupils; provision for individual instruction in mathematics and reading to correct specific deficiencies; identification of social problems, poor self-concepts, and attitudes of potential dropouts; and provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers, and it has been found that they are highly successful.

Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, the Virgin Islands, Australia, and Puerto Rico. Over 7,000 visitors have visited Project STAY.

Contact ***Pat Ross, Project Director; Project STAY; Moore Public Schools; 2009 N. Janeway; Moore, OK 73160. (405) 794-8282.***

Developmental Funding: USOE ESEA Title III/JDRP No. 43 (4/9/73)

STRATEGIES IN EARLY CHILDHOOD EDUCATION. A continuous-growth program with sequential program materials that bridges the gap between preschool, kindergarten and first grade.

Audience Approved by JDRP for all students, ages 4-8.

Description The concepts of the project are: A child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully, because failure to take development issues into account results in failure and/or meaningless rote learning. There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area, and this program must utilize the child's mode and rate of learning so that continuous progress is possible.

Based upon these concepts, the project includes the following components: a model including the structural, functional, behavioral, and environmental components of children as they develop from age 4 to about age 8; a chart of learning objectives as related to the model; a screening manual and a pupil edition; a class record chart to record each student's starting point as indicated by the screening and to map his or her continuous progress; a prescription guide, which includes each educational objective stated on the scope and sequence chart; and a list of activities for each objective to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to enhance auditory, visual, motor, and verbal language skills leading to reading, math, and language growth.

Requirements Adoption includes an awareness and training session for covering project components. The program may be implemented by a classroom or a district. Training usually begins with a two-day workshop, with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters. Regular and classroom instruction equipment is adapted to project objectives. The project does not require additional staff, though it is helpful to have a teacher's aide or parent volunteer to assist during the initial stages.

Costs Materials; project overview booklet, no charge; criterion-referenced screening instrument, $3; pupil edition, $1.15; chart of sequenced objectives, $.35; class record chart, $.35; prescription guide, $6. When funding is available through NDN, cost to adopting district will be that incurred while project staff is on site.

Services Awareness and training materials are available. Visitors are welcome by appointment. Consultations for awareness and training sessions are available.

Contact ***Robert Schramm, Project Director; P.O. Box 208, Juneau, WI 53039. (414) 386-2955.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-75 (5/29/74)

TALK: Teaching Activities for Language Knowledge. A program improving expressive and receptive vocabulary skills and language, grades K-3. TALK encourages the use of positive reinforcement, active participation, creative thought and fun in learning.

Audience Approved by JDRP for elementary students grades K-3 scoring at the 50th percentile or below on a standardized reading test.

Description A language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms. The participating classroom teacher remains in the classroom during lessons demonstrated by the language specialist, teaches weekly follow-up oral language lessons assigned by the language specialist from the TALK lesson manual, and completes a brief evaluation of the TALK lessons conducted. A TALK lesson manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story-telling, creative dramatics and puppets, and speaking and hearing science.

TALK students have shown gains of 30% to 80% on standardized tests for receptive and expressive language. These highly significant gains have been obtained at all grade levels.

Requirements The adopting district provides a speech and language clinician or teacher with a background in language development or reading, one hour per week for each classroom receiving TALK. The TALK program can be adopted by one language specialist and two classroom teachers in a school district. After language specialists and classroom teachers have been trained in the program, they can train other personnel in the local district. TALK staff assist adopting district in evaluating the effectiveness of the program as it is implemented.

Costs Each language specialist and classroom teacher must have a copy of the TALK instructional manual, $45. A TALK training manual, $10 is suggested for each school district. TALK staff and Certified Trainers are available for trainings. Costs for these sessions are negotiable.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). One-day training sessions are conducted at project site or adopter site (costs to be negotiated). Implementation and follow-up services are vailable to adopters (costs to be negotiated).

Contact ***Stephanie Hendee, Project Director; Muldoon Center; Rockford School District #205; 121 S. Stanley St.; Rockford, IL 61102. (815) 964-7019.***

Developmental Funding: USOE ESEA Title III

JDRP No. 78-189 (7/11/79)
Recertified (1/85)

THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN. An individualized skills instruction program for moderately to severely handicapped children.

Audience Approved by JDRP for moderately to severely handicapped children ages 1-8, including mentally retarded, cerebral palsied, autistic, emotionally disturbed, deaf/blind and hearing impaired.

Description The model is a complete classroom management system with staff roles of teacher, aide, and volunteer clearly specified. Children are assessed on skills selected from the Teaching Research Curriculum for Moderately and Severely Handicapped. Test results are used to determine which skills will be taught. The deficit skills are prioritized by the parent and educational staff. After priorities are established, instructional programs are prepared for each child.

A program prescribes the skill to be taught, the way in which the materials are to be presented, and the feedback to be given to the child. Trained volunteers play an important role in this model. They are taught how to deliver cues and feedback and how to record the child's appropriate and inappropriate responses to instruction. Maintenance of volunteer skills is objectively monitored by the teacher. Volunteers implement the instructional programs with each child and record child performance data in a specified manner. The teacher uses the daily data to make teaching decisions concerning individual programs for the following day and to ascertain whether sequencing, cue presentation, or feedback need to be altered.

When group instruction occurs, the teacher interacts with each child according to his/her individual instructional program. In this model, group instruction is provided only by the teacher or aide. Generalization of acquired skills is also stressed in this model. Teachers implementing the model also learn a system for managing inappropriate behaviors. Some instructional programs are selected by parent and teacher to be taught in the home, and these are coordinated with programs in the school. Teaching periods in the home vary from 10 to 30 minutes. Approximately 85% of the parents of project children participate in home instruction.

Requirements The model can be used by an individual classroom. Inservice training of the teacher is required. Training for the aide and supervisory staff is recommended. Inservice training includes a one-week training session at Teaching Research and follow-up technical assistance visits to the trainees' work site.

Costs Adoption of the Data-Based Classroom Model requires no special staffing ratios or unusual curricular materials. Therefore, standard operating costs for a special education classroom would apply. Costs incurred in training include: tuition, travel to Monmouth, OR, and travel to trainees' work site for follow-up technical assistance.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

Contact ***Torry Piazza Templeman; Teaching Research; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.***

Developmental Funding: USOE BEH

JDRP No. 78-163 (3/27/78)

TULARE FOLLOW THROUGH. Two separate components promoting children's chances for success in school, with parents as contributing partners in their children's education.

Audience Approved by JDRP for all students grades K-3 and their parents.

Description The Oral Language Development component stresses a flexible, sequential system of instruction leading to improved reading and oral communication skills.

The Parent Involvement component includes five activities designed to encourage parents to become involved in their children's education as partners with the school and to help them become more effective parents through participation in parent education sessions.

Requirements An adoption agreement is required. Adopters must designate one person to implement and supervise the program component(s) adopted. Inservice is required for personnel involved in implementation. Program materials must be purchased.

Costs Costs include time and resources necessary for implementation and supervision of program component(s) adopted. Teacher's manuals for Oral Language Development are available at cost. Parent Involvement materials are available at cost.

Services A Follow Through Resource Center. Awareness materials are available. Visitors are welcome by appointment for observations and demonstrations. Project staff are available for out-of-state awareness presentations. Inservice and follow-up technical assistance are available to adopter.

Contact ***Director, Tulare Follow Through Resource Center; 909 E. Cedar, Tulare, CA 93274. (209) 688-2892.***

Developmental Funding: USOE Follow Through

JDRP No. 77-127 (8/19/77)

PROJECT UNDERSTAND: Arlington's Chapter I Program. A program to help strengthen reading, language, and math skills in children in grades K-8 scoring at or below the 40th percentile in reading and language arts and math for whom a supplementary learning experience best meets their academic needs.

Description A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-8 target children. A weighted student checklist is used to identify those students who will participate in the program. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require it, but the majority are seen in small groups (up to six) to encourage collaborative learning and interaction. Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from students' strengths rather than weaknesses. Centers appear informal and are run on a workshop basis enabling individual progress and small-group activity to flourish simultaneously. Staff are allowed great latitude in the decision-making process, not only when writing the project, but also when ordering instructional materials for the individualized needs of their students and schools. An orientation precedes each regular school year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early. The program works to increase parental involvement, thus fostering collaboration and understanding between school and home life.

Contact ***Jane E. Faley, Chapter I Director; Arlington Public Schools; 869 Massachusetts Ave.; Arlington, MA 02174. (617) 646-1000, Ext. 3143.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-121 (12/16/74)

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